



# NH Alternative Assessment



Bryan  
Elementary School  
Grade 5

SASID:

SAU:

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## Portfolio Validation Form

(Complete one for the entire portfolio)

Student Name: Bryan

SASID #:

Date: 3/6/2008

SAU #:




Student's Grade: 5

### Team Statement:

*The student's work evidenced in this portfolio accurately reflects typical instructional programming directed toward the specified standards.*


Typical team participants may include: general education teacher, special education teacher, paraprofessional/instructional assistant, related service provider, parent, typical peer, etc.

### Instructional Team Signatures:

> Name: Mi		Position: Classroom Teacher
Contribution to Portfolio:	data collection, data anyalysis, lesson planning and teaching, organization	
> Name: M		Position: Individul Instructional Assistant
Contribution to Portfolio:	data collection, lesson plan follow through	
> Name: J		Position: Special Education Teacher
Contribution to Portfolio:	data enrty, data analysis, organization	
> Name: U		Position: Parent
Contribution to Portfolio:	Homework	
> Name: J		Position: Speech / Language
Contribution to Portfolio:	data collection	
> Name: N		Position: Media Specialist
Contribution to Portfolio:	data collection, lesson planning + teaching	
> Name: R		Position: Art Teacher
Contribution to Portfolio:	(data collection, lesson planning + teaching	
> Name:		Position:
Contribution to Portfolio:		

### Statement of School Principal/General Curriculum Supervisor:

I verify that I have reviewed the portfolio of (student): Bryan, in Grade 5  
and have found it to be complete and ready for submission to Statewide Assessment.

Principal's Signature: 

Date: 5-7-08

## Video, Audiotape, and Photo Permission Form

(This form is not required to be included in the portfolio.  
It should be signed and kept in the student's school file.)

I give permission for the (please print) Bryan <sup>Elementary</sup> school to photograph  
or video- or audiotape my son/daughter, (print name) Bryan \_\_\_\_\_.

I understand that this will be included in my son/daughter's state assessment and will be used for  
educational purposes only.

C

Parent/Guardian Signature

5/5/08  
Date

## Parent/Guardian Portfolio Review Statement

Name of student (please print) Bryan

I, (please print) C., have reviewed my child's work that is contained in this portfolio. My child's teacher, (please print) Mrs. M, has actively engaged me in this review process and has explained the contents of my child's portfolio appropriately. I believe this portfolio does/does not (circle one) reflect my child's current level of progress.

Comments:

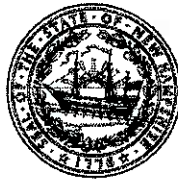
5/5/08 C.  
Date Parent/Guardian Signature

5/5/08 MM  
Date Teacher Signature

Schools are responsible for seeking parent/guardian review of the completed portfolio. If the school is unable to obtain parent/guardian review of the portfolio and signature, the school must document all attempts to obtain this review, and a school representative must sign below.

\_\_\_\_\_  
Date Signature and Title

Documentation of attempts to obtain review and signature must be kept in the school records.



Dr. Lionel B. Tracy  
COMMISSIONER  
Tel. 603-271-3144

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, N.H. 03301  
FAX 603-271-1953  
Citizens Services Line 1-800-339-9900

### Informed Consent and Permission to Use Portfolio Materials for Training Purposes

Dear Parent or Guardian:

Materials from the New Hampshire Alternate Assessment portfolio submitted for your child, (please print) Bryan, might be selected to be included in the Teacher Training Manual. This material may also be used for future manuals or other materials designed for training purposes. If chosen, the selection recognizes effort made by your child and the efforts of the lead implementer responsible for compiling the evidence for the New Hampshire Alternate Assessment. Before we can include your child's material, we require your permission. Please review the permission form below and sign in the designated place to indicate your decision regarding use of your child's material.

I, (please print) C. Bryan, am the parent or legal guardian of (please print) Bryan. In this capacity, I grant the New Hampshire Department of Education permission to use the following material(s) from my child's New Hampshire Alternate Assessment portfolio.

Please check to indicate your consent for each individual type of portfolio evidence:

- ☒ paper products (personal identifiable information, such as last name, school name, etc., will be removed)
- ☒ pictures (face will be blanked out)
- ☐ audiotapes
- ☐ videotapes

☐ I do not give consent.

I acknowledge this material can be used for the express purpose of training other educators, parents, or related service providers to either compile or score an Alternate Assessment portfolio.

C. Bryan  
Signature of Parent/Guardian

5/5/08  
Date

My name is Bryan. I do basketball and Special Olympics. I am smart and popular and strong. I eat cheerios, muffins, and oatmeal. My hair color is brown. I am 11 years old. I watch Avatar. My favorite drink is milk. My favorite books are Magic Tree House. I love my family, my dog, my sister, mom and dad.

- Bryan wrote his own paragraph.
- Teacher checked spelling and capitals but, left the rest in his words.
- Bryan typed this with assistance from his Instructional Assistant.



My name is Bryan.

I do Basketball and baseball and SP/PA  
I am smart and PIPPER and Staron  
popular. Strong

I eat ~~home~~ ~~chris~~ ~~minsomal~~  
cherrios, muffins + oatmeal.

My hair color is brown.  
My hair color is brown.

I am 11 years old.

I watch Avatar  
I watch Avatar

My favorite drink is milk.  
my favorite drink is milk.

My favorite books are Magic Tree House  
My favorite books are Magic Tree House

I love my friends my dog, sister,  
mom and Dad

I love my family, my dog, my sister,  
mom and Dad.



# Sensory Access Form: Student Learning & Communication

The information captured in this document is important and will help us to learn useful information about the needs of students who take the alternate assessment. Please take care to answer the questions below thoughtfully.

Student Name: Bryan

Date: 9/28/2007

Student SASID Number:

Age: 11

Grade: 5

## 1. Means of Comprehension of Instruction

A. How does this student receive/understand information/instruction? (Check All that apply)

Visually? .....

☒ Yes ☐ No ☐ Don't Know

If yes, does student show understanding of what is seen?

☒ Yes ☐ No ☐ Don't Know

Auditorily? .....

☒ Yes ☐ No ☐ Don't Know

If yes, does student show understanding of what is heard?

☒ Yes ☐ No ☐ Don't Know

Physically (through touch)? .....

☒ Yes ☐ No ☐ Don't Know

If yes, does student recognize what is felt?

☒ Yes ☐ No ☐ Don't Know

Other? (please list): =

## 2. Means of Expression of Learning

How is this student able to *express* learning? For each item below, mark only one column as follows:

Column 1: Mark this column if the student is able to and does express information in this way, even if rarely.

Column 2: Mark this column if the student is able to use this means of expression but is never observed using it.

Column 3: Mark this column if the student *is not* able to use this means of expression at all.

Column 4: Mark this column if you do not have enough information to make this judgment.

### Means of Expression

	1 Yes, he/she can and does do this with frequency of: 4 = Usually    1 = seldom				2 Yes: He/she can but does not	3 No: He/she cannot do this.	4 Don't Know
Moves limb, head, or body part (includes movement to activate a switch)	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Vision (eye-points, blinks, etc)	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Points with finger or hand	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Student gestures or signs single words	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Student gestures or signs a few words together/phrases	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Student gestures or signs complete sentences	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> Don't Know
Vocalizes sounds or parts of words	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Speaks single-words	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Speaks a few words together/phrases	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Speaks in complete sentences	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
<b>Student "writes" in any form, (i.e. produces, or selects and organizes: words, pictures, or other symbols or objects):</b>							
Writes single-words	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Writes a few words together/phrases	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know
Writes in complete sentences	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know

## Means of Expression

*Continued.*

1	2	3	4
Yes, he/she can and does do this with frequency of:	Yes: He/she can but does not	No: He/she cannot do this.	Don't Know
4 = Usually      1 = seldom			

### Forms of Writing Used

- |   |                                    |                                    |                                    |                                    |                                      |                                     |                                  |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|--------------------------------------|-------------------------------------|----------------------------------|
| Student writes by hand  | <input type="radio"/> 4            | <input checked="" type="radio"/> 3 | <input type="radio"/> 2            | <input type="radio"/> 1            | <input type="radio"/> Yes            | <input type="radio"/> No            | <input type="radio"/> Don't Know |
| Student writes by word processor                                  | <input type="radio"/> 4            | <input checked="" type="radio"/> 3 | <input type="radio"/> 2            | <input type="radio"/> 1            | <input type="radio"/> Yes            | <input type="radio"/> No            | <input type="radio"/> Don't Know |
| Student writes using word prediction software                     | <input type="radio"/> 4            | <input type="radio"/> 3            | <input type="radio"/> 2            | <input type="radio"/> 1            | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> Don't Know |
| Writes using picture formatted adaptive device                    | <input type="radio"/> 4            | <input type="radio"/> 3            | <input type="radio"/> 2            | <input checked="" type="radio"/> 1 | <input type="radio"/> Yes            | <input type="radio"/> No            | <input type="radio"/> Don't Know |
| Writes using single-word formatted adaptive device                | <input type="radio"/> 4            | <input type="radio"/> 3            | <input type="radio"/> 2            | <input checked="" type="radio"/> 1 | <input type="radio"/> Yes            | <input type="radio"/> No            | <input type="radio"/> Don't Know |
| Writes using adaptive device formatted in phrases or sentences    | <input type="radio"/> 4            | <input type="radio"/> 3            | <input checked="" type="radio"/> 2 | <input type="radio"/> 1            | <input type="radio"/> Yes            | <input type="radio"/> No            | <input type="radio"/> Don't Know |
| Writes using adaptive device formatted in complete sentences      | <input type="radio"/> 4            | <input type="radio"/> 3            | <input checked="" type="radio"/> 2 | <input type="radio"/> 1            | <input type="radio"/> Yes            | <input type="radio"/> No            | <input type="radio"/> Don't Know |
| Student draws   | <input checked="" type="radio"/> 4 | <input type="radio"/> 3            | <input type="radio"/> 2            | <input type="radio"/> 1            | <input type="radio"/> Yes            | <input type="radio"/> No            | <input type="radio"/> Don't Know |
| Manipulates objects   | <input checked="" type="radio"/> 4 | <input type="radio"/> 3            | <input type="radio"/> 2            | <input type="radio"/> 1            | <input type="radio"/> Yes            | <input type="radio"/> No            | <input type="radio"/> Don't Know |
| Manipulates photos  | <input checked="" type="radio"/> 4 | <input type="radio"/> 3            | <input type="radio"/> 2            | <input type="radio"/> 1            | <input type="radio"/> Yes            | <input type="radio"/> No            | <input type="radio"/> Don't Know |
| Manipulates concrete symbols or line drawings created for him/her | <input type="radio"/> 4            | <input type="radio"/> 3            | <input type="radio"/> 2            | <input type="radio"/> 1            | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> Don't Know |
| Other (please list):  | <input type="radio"/> 4            | <input type="radio"/> 3            | <input type="radio"/> 2            | <input type="radio"/> 1            | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> Don't Know |

### 3. Supports

A. Does the student need supports to *receive* information in one or more sensory modalities?

☒ Yes    ☐ No    ☐ Don't Know

B. Does the student need supports to *express* information in one or more sensory modalities?

☒ Yes    ☐ No    ☐ Don't Know

C. Below, Please Check *all* the supports currently used with the student to help them *receive* or *express* information: (List specific technologies used as appropriate)

<u>Type of Support</u>	<u>Check if Used</u>	<u>Specific Technology Used</u>
<b>Visual and/or Tactile Supports</b>		
Corrective lenses (e.g., glasses or contact lenses)	<input checked="" type="checkbox"/>	Glasses
Large-print text (note font and size.)	<input checked="" type="checkbox"/>	16 or 18 point font
Magnification or other optical aids	<input checked="" type="checkbox"/>	Magnifying glass, big calculator
Reduction in visual complexity/blocking	<input type="checkbox"/>	
Color coding/contrasting	<input type="checkbox"/>	
Braille (uncontracted or contracted?)	<input type="checkbox"/>	
Use of Braille	<input type="checkbox"/>	
Use of tactile graphics	<input type="checkbox"/>	
Abacus	<input type="checkbox"/>	
Manipulatives (describe types)	<input checked="" type="checkbox"/>	numberline, snapcubes, counters, fake money,
Reduction in tactile complexity/limited touch, contact	<input type="checkbox"/>	
<b>Auditory Supports</b>		
Amplification	<input type="checkbox"/>	
Auditory feedback	<input type="checkbox"/>	
Reduction in noise complexity/blocking	<input type="checkbox"/>	
<b>Physical Supports</b>		
Adaptive seating/positioning of student	<input type="checkbox"/>	
Wheelchair/mobility aid	<input type="checkbox"/>	
Adaptive Positioning of materials	<input type="checkbox"/>	
Short Sessions to Reduce Fatigue	<input checked="" type="checkbox"/>	especially with writing assignments

<u>Type of Support</u>	<u>Check if Used</u>	<u>Specific Technology Used</u>
<b>Communication Supports</b>		
Sign language/finger spelling	<input type="checkbox"/>	_____
Voice output communication aid (augmentative communication device)	<input type="checkbox"/>	_____
Point to symbols, words, etc.	<input type="checkbox"/>	_____
Eye-point to symbols, words, etc.	<input type="checkbox"/>	_____
Blink	<input type="checkbox"/>	_____
Tactile sign	<input type="checkbox"/>	_____
Touch screen	<input type="checkbox"/>	_____
Scanning (switch, visual, auditory)	<input type="checkbox"/>	_____
Switch	<input type="checkbox"/>	_____
Voice recognition software	<input type="checkbox"/>	_____
Physical assistance (describe assist)	<input type="checkbox"/>	_____
Other communication response support	<input checked="" type="checkbox"/>	Computer
Objects with text	<input checked="" type="checkbox"/>	Computer Program with text and pictures
Photos with text (and/or picture exchange communication program)	<input type="checkbox"/>	_____
Pictures/line-drawing with text	<input type="checkbox"/>	_____
Text (words, letters)	<input type="checkbox"/>	_____
<b>Literacy Supports</b>		
Adapted reading software	<input checked="" type="checkbox"/>	Stories on tape or computer
Modified text	<input checked="" type="checkbox"/>	Leveled readers
Adapted writing software	<input type="checkbox"/>	_____
Adapted writing utensil	<input type="checkbox"/>	_____
Adaptive keyboard	<input type="checkbox"/>	_____
Other Supports (please list):	<input checked="" type="checkbox"/>	1:1 Paraprofessional

**End of Sensory Access Form**



Grade: 5

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50-9:00	Sign-In/A.M. Work-Regular Ed. Classroom w/Typical Peers Unified Arts Classes- With Typical Peers- 6 Day Rotation Day 1-Physical Education, Day 2:Technology, Day 3:Art, Day 4:Health, Day 5:Music, Day 6: Library	Sign-In/A.M. Work-Regular Ed. Classroom w/Typical Peers Unified Arts Classes- With Typical Peers- 6 Day Rotation Day 1-Physical Education, Day 2:Technology, Day 3:Art, Day 4:Health, Day 5:Music, Day 6: Library	Sign-In/A.M. Work-Regular Ed. Classroom w/Typical Peers Unified Arts Classes- With Typical Peers- 6 Day Rotation Day 1-Physical Education, Day 2:Technology, Day 3:Art, Day 4:Health, Day 5:Music, Day 6: Library	Sign-In/A.M. Work-Regular Ed. Classroom w/Typical Peers Unified Arts Classes- With Typical Peers- 6 Day Rotation Day 1-Physical Education, Day 2:Technology, Day 3:Art, Day 4:Health, Day 5:Music, Day 6: Library	Sign-In/A.M. Work-Regular Ed. Classroom w/Typical Peers Unified Arts Classes- With Typical Peers- 6 Day Rotation Day 1-Physical Education, Day 2:Technology, Day 3:Art, Day 4:Health, Day 5:Music, Day 6: Library
9:05- 9:40	Snack & Morning Work Review - In Regular Ed. Classroom w/Typical Peers	Snack & Morning Work Review - In Regular Ed. Classroom w/Typical Peers	Snack & Morning Work Review - In Regular Ed. Classroom w/Typical Peers	Snack & Morning Work Review - In Regular Ed. Classroom w/Typical Peers	Snack & Morning Work Review - In Regular Ed. Classroom w/Typical Peers
9:40- 10:00	Math-In Regular Ed. Classroom w/Typical Peers	Math-In Regular Ed. Classroom w/Typical Peers	Math-In Regular Ed. Classroom w/Typical Peers	Math-In Regular Ed. Classroom w/Typical Peers	Math-In Regular Ed. Classroom w/Typical Peers
10:00- 11:15	Classroom w/Typical Peers Social Studies - In Regular Ed. Classroom w/Typical Peers	Classroom w/Typical Peers Social Studies - In Regular Ed. Classroom w/Typical Peers	Classroom w/Typical Peers Social Studies - In Regular Ed. Classroom w/Typical Peers	Classroom w/Typical Peers Social Studies - In Regular Ed. Classroom w/Typical Peers	Classroom w/Typical Peers Social Studies - In Regular Ed. Classroom w/Typical Peers
11:15-12:00	Recess with Typical Peers Lunch with Typical Peers	Recess with Typical Peers Lunch with Typical Peers	Recess with Typical Peers Lunch with Typical Peers	Recess with Typical Peers Lunch with Typical Peers	Recess with Typical Peers Lunch with Typical Peers
12:00- 12:30	Occupational Therapy- In OT Room	Physical Therapy- In PT Room	Independent Reading- In Regular Ed. Classroom w/Typical Peers	Speech Therapy- In Speech Room	Independent Reading- In Regular Ed. Classroom w/Typical Peers
12:30- 1:00	Reading/ Language Arts- In Classroom with Typical Peers	Reading/ Language Arts- In Classroom with Typical Peers	Reading/ Language Arts- In Classroom with Typical Peers	Reading/ Language Arts- In Classroom with Typical Peers	Reading/ Language Arts- In Classroom with Typical Peers
1:00- 1:30	Science- In Regular Ed. Classroom w/Typical Peers	Science- In Regular Ed. Classroom w/Typical Peers	Science- In Regular Ed. Classroom w/Typical Peers	Science- In Regular Ed. Classroom w/Typical Peers	Science- In Regular Ed. Classroom w/Typical Peers
1:30- 2:15	Pack-up for Home-Regular Ed. Classroom w/Typical Peers	Pack-up for Home-Regular Ed. Classroom w/Typical Peers	Pack-up for Home-Regular Ed. Classroom w/Typical Peers	Pack-up for Home-Regular Ed. Classroom w/Typical Peers	Pack-up for Home-Regular Ed. Classroom w/Typical Peers
2:15- 2:50	Peers	Peers	Peers	Peers	Peers
2:50- 3:00	OT Pull-Out Services	PT Pull-Out Services	Speech Pull-Out Services	Unified Arts Classes	Math 100% In Class

**Entry Cover Sheet #1**  
**Reading Required**  
**(Grades 2, 3, 4, 5, 6, 7 and 10)**

Student Name: Bryan

SASID #

SAU #

Grade: 5

**Content Standard:**

Student will demonstrate the interest and ability to read age/grade-appropriate materials fluently, with understanding and appreciation.

**Student Performance and Progress: ONE Measurable Targeted Skill:**

Bryan will increase his sight word recognition with 85% accuracy.

**Explain how the targeted skill is connected to the Content Standard:**

Bryan will demonstrate the ability to read an increased number of sight words presented to him through the use of different pieces of literature.

**The following can be used as the Table of Contents for this entry:**

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period.

Pg. 13

**Collection period I - September 17 - November 16, 2007**

Two Student Work Samples

Pgs. 14; 17

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 16

**Collection Period II - November 19, 2007 - February 1, 2008**

Two Student Work Samples

Pgs. 19;21

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 23

**Collection Period III - February 4 - April 18, 2008**

Two Student Work Samples

Pgs. 24; 26

One Self-Determination Worksheet connected to one of the Work Samples

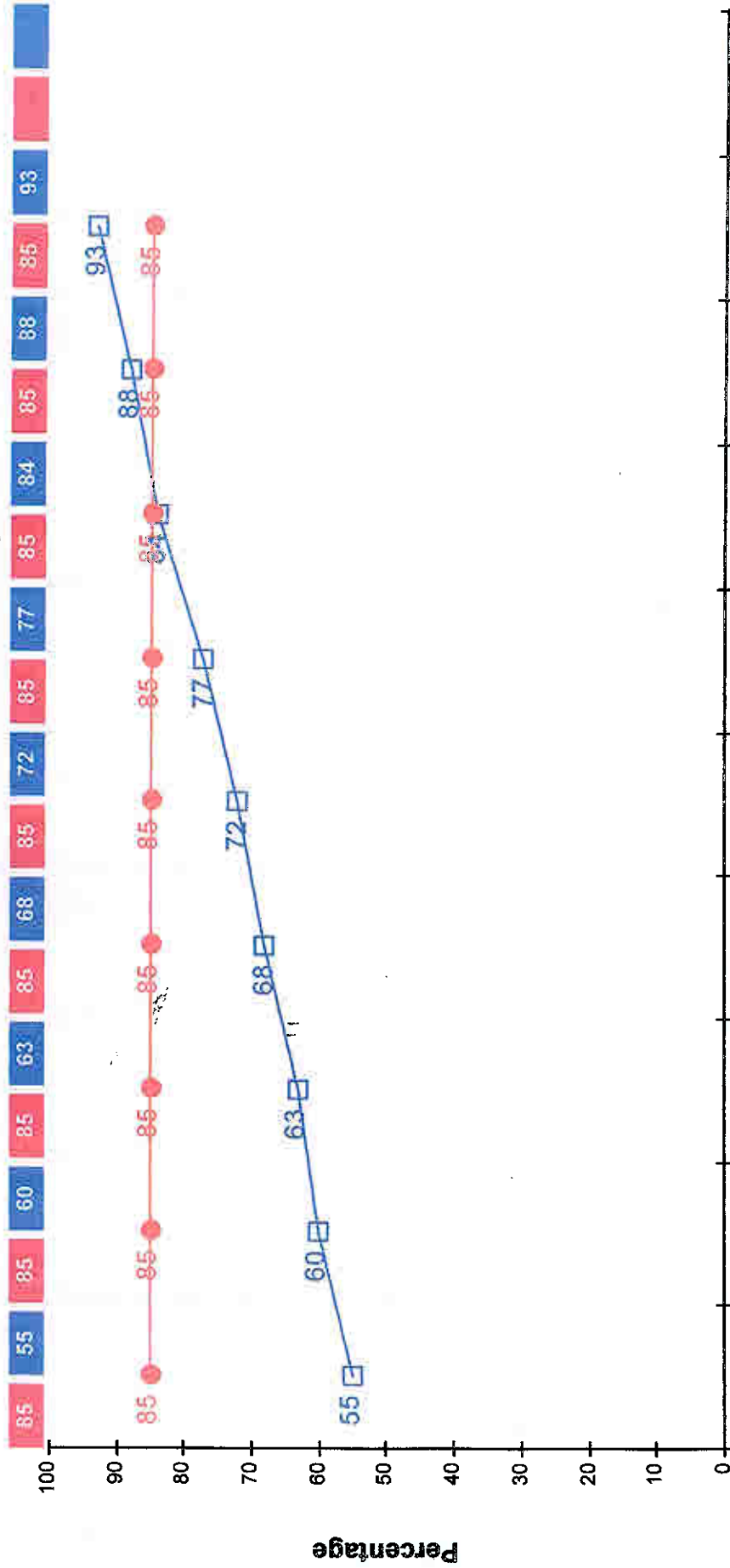
Pg. 25a

**The following information must be recorded directly on each piece of evidence:**

- \* Student's name and date of activity
- \* Accuracy of performance
- \* Cues, prompts or other assistance required by the student to complete the task
- \* Setting in which the activity occurred
- \* People who interacted and/or assisted the student in the activity

**Evidence for this entry should follow this Entry Cover Sheet in chronological order.**

## Sight Word Flashcards Graph



Date

Brief Description of Data

10/17/2007 Bryan was given 75 sight word flashcards. Bryan had to read the word on each card. He read 41 out of 75 correctly; 55% accuracy

10/31/2007 Bryan was given 75 sight word flashcards. Bryan had to read the word on each card. He read 45 out of 75 correctly; 60% accuracy

11/7/2007 Bryan was given 75 sight word flashcards. Bryan had to read the word on each card. He read 47 out of 75 correctly; 63% accuracy

11/27/2007 Bryan was given 75 sight word flashcards. Bryan had to read the word on each card. He read 51 out of 75 correctly; 68% accuracy

12/12/2007 Bryan was given 75 sight word flashcards. Bryan had to read the word on each card. He read 54 out of 75 correctly; 72% accuracy

12/20/2007 Bryan was given 75 sight word flashcards. Bryan had to read the word on each card. He read 58 out of 75 correctly; 77% accuracy

2/13/2008 Bryan was given 75 sight word flashcards. Bryan had to read the word on each card. He read 63 out of 75 correctly; 84% accuracy

3/12/2008 Bryan was given 75 sight word flashcards. Bryan had to read the word on each card. He read 66 out of 75 correctly; 88% accuracy

3/28/2008 Bryan was given 75 sight word flashcards. Bryan had to read the word on each card. He read 70 out of 75 correctly; 93% accuracy

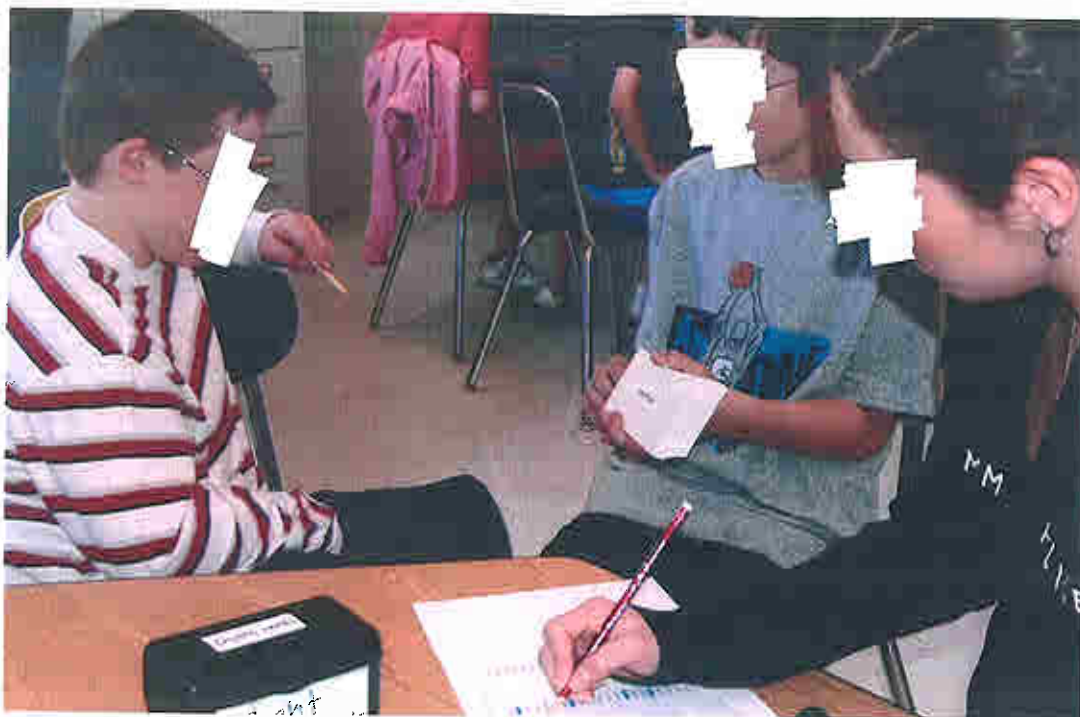
Key

● Tgt. Goal Line 85%

■ Percent Correct

Comments:

## WORK SAMPLE



### Student Work Sample Label

*Attach to Work Sample*

<b>Student Name:</b> Bryan		<b>Date:</b> 10/17/2007
<b>Content Area:</b> Reading 1		
<b>Work Sample:</b> 1		
<b>Data Collection Period:</b> I	<b>Setting:</b> General Education with Typical Peers	
<b>Activity Description:</b> Bryan read 75 sight words on flashcards in the regular classroom with typical peers. 1:1 Assistant recorded the results.		
<b>Student's Performance Relative to the Targeted Skill:</b> 55% accuracy; Bryan read 41 out of 75 words correctly.		
<b>Supports:</b> word cards, typical peer with flashcards, 1:1 assistant recording data with list of words.		

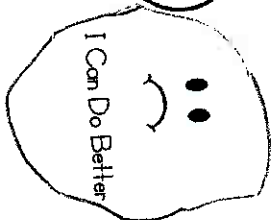
Bryan		Sight Word Check List		Date: 10/17/07
about	+	great	-	should
after	+	help	+	small
again	-	here	-	take
another	-	him	+	than
around	-	home	+	their
because	-	into	+	them
been	+	know	-	then
between	-	like	+	there
came	+	little	-	these
can	+	made	+	this
come	+	many	-	through
could	-	more	+	under
did	+	most	+	water
different	-	must	-	way
does	-	never	+	went
down	+	number	-	what
even	+	only	+	when
every	+	other	+	where
find	+	people	-	which
found	-	place	-	why
from	+	put	+	with
get	+	said	-	would
give	+	same	+	your



Great



Okay



I Can Do Better

41/75 correct  
55% accuracy

**Setting:** General Ed. Classroom with typical peers  
**Supports:** word cards, typical peer with flashcards, 1:1 assistant recording data with list of words  
**Accuracy:** 55%



# Self Determination Form

This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

- ☐ 1. Read words from a list.
- ☒ 2. Read flashcards with peers
- ☐ 3. Read words from the computer

Here's what I need to do this activity (Circle items needed):



Pencil



Crayons



Paper



Books



Scissors



Glue



Computer



Flash Cards



Clipboard



Manipulative = \_\_\_\_\_

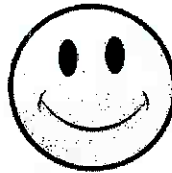


Other = Sight cards

How I think I did on the activity:



Great



Okay



I can do better

Next time I will:

Read words from the story.

Signature: \_\_\_\_\_

Bryan

Date \_\_\_\_\_

10-11-01

Comments/Observations regarding Self Determination Form

Setting: Classroom with typical peers. Reading Block  
Support (people, tools, prompts, other): Bryan completed the activity.  
Bryan then read this form with his 1:1  
assistant. Bryan checked the top box, circled  
the middle parts, verbally told 1:1 what he would  
do next, and signed this form.

## WORK SAMPLE # 2



### Student Work Sample Label

*Attach to Work Sample*

<b>Student Name:</b> Bryan		<b>Date:</b> 10/31/2007
<b>Content Area:</b> Reading 1		
<b>Work Sample:</b> 2		
<b>Data Collection Period:</b> I	<b>Setting:</b> General Education Classroom; Reading Block with Typical Peers	
<b>Activity Description:</b> Bryan read the story "Blue Jack" with typical peers during our reading block. Bryan's IA kept track of words he said incorrectly from his predetermined sight word list.		
<b>Student's Performance Relative to the Targeted Skill:</b> 73% accuracy; Bryan read 18 out of 30 words correctly.		
<b>Supports:</b> Instructional Assistant kept track of the words. Typical peers kept Bryan on track and listened to him share the story.		

Bryan		The Blue Jack Story		Date: 10/31/67
asks	-	rack	-	
always	-	shop	+	
chat	+	snacks	-	
chin	+	stop	-	
drip	+	stuff	+	
fix	+	such	+	
get	+	taps	-	
good	-	tells	+	
help	+	ticks	-	
like	+	yum	+	
must	-	Mack	+	
nods	+	Jack	+	
only	+	Dad	+	
		Pat	+	

18 out of 30 Correct

73%

**Setting:** General Ed. Classroom with typical peers-Reading block  
**Supports:** 1:1 Assistant kept track of words; typical peers kept Bryan on track and listened to him share the story.  
**Accuracy:** 73%



Great



Okay



I Can Do Better

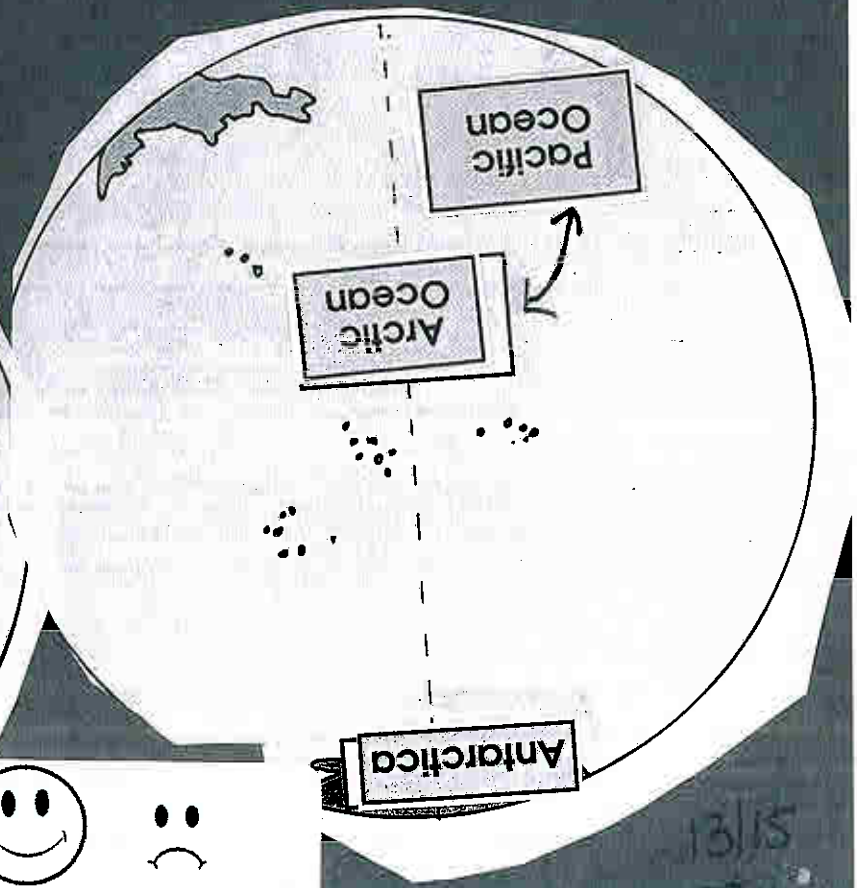
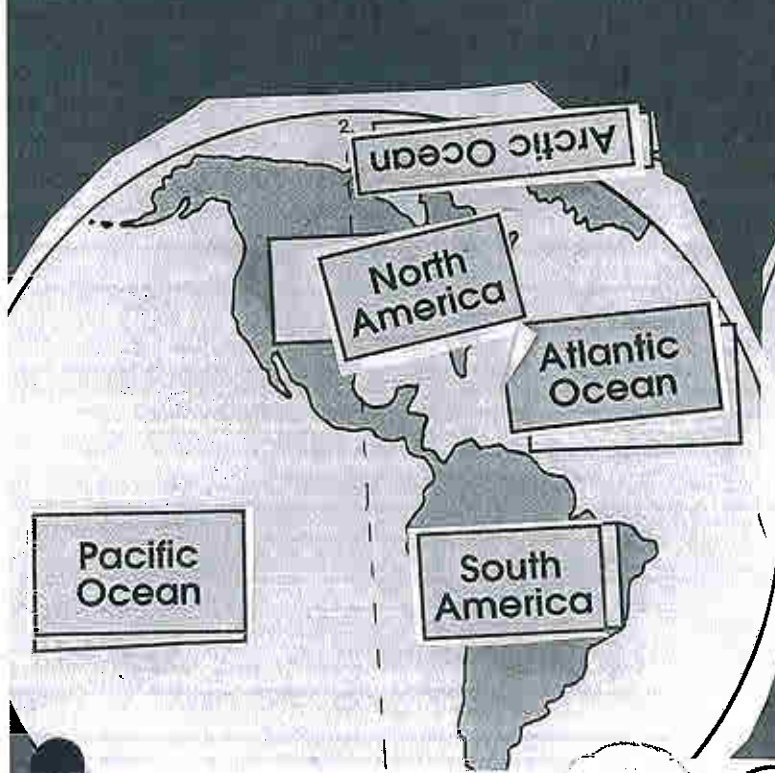
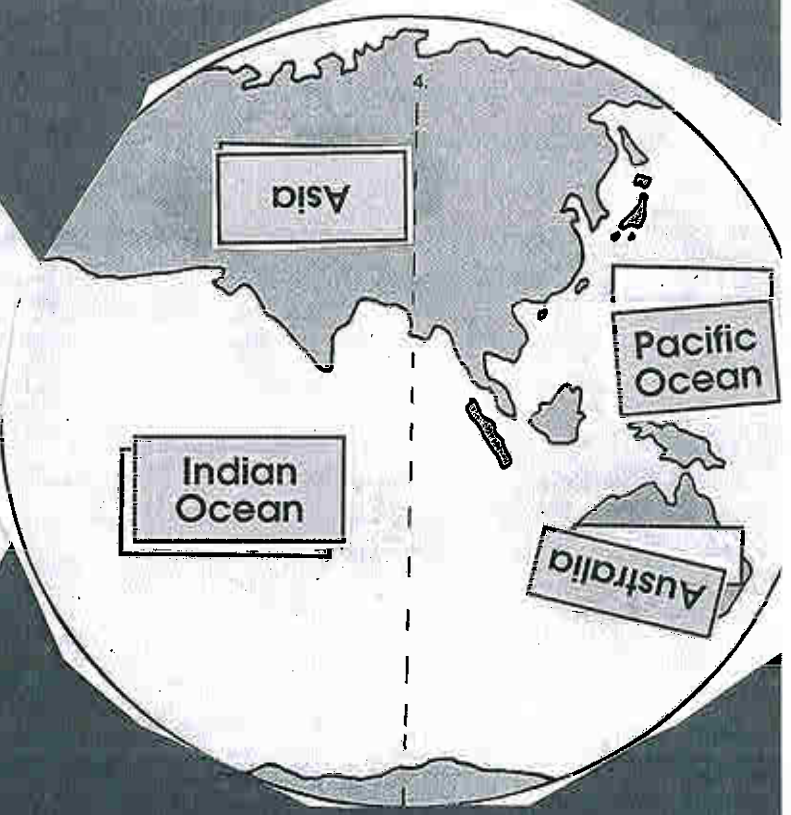
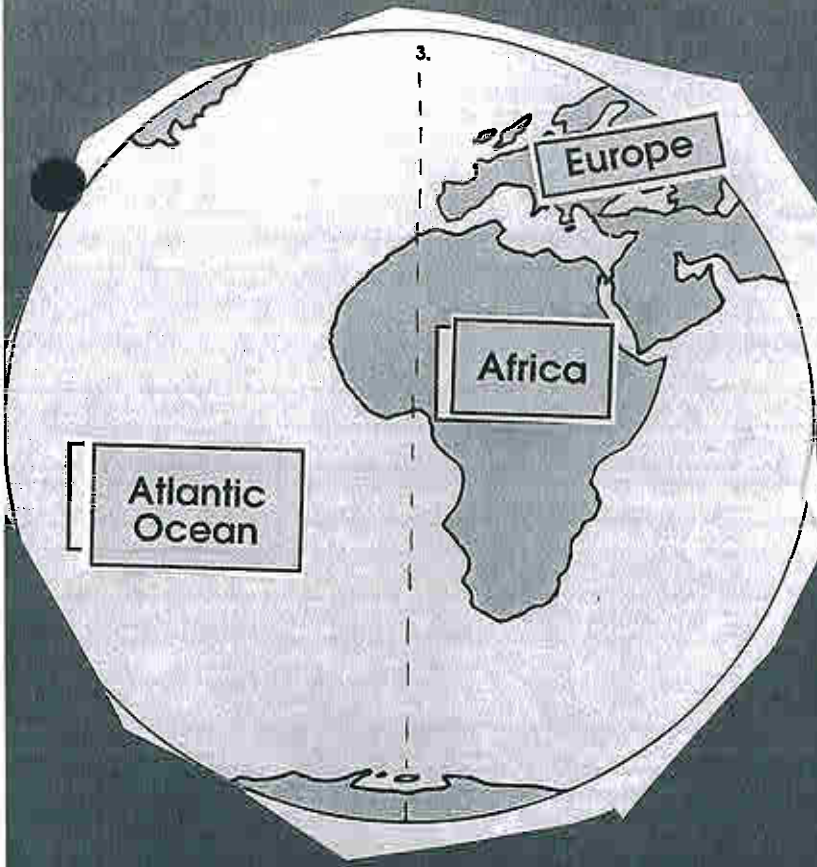
## WORK SAMPLE # 1

<b>Student Work Sample Label</b> <i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 11/20/2007
<b>Content Area:</b> Reading 1 <b>Work Sample:</b> 1	
<b>Data Collection Period:</b> II	<b>Setting:</b> General Education: Social Studies Block with Typical Peers
<b>Activity Description:</b> Students have been learning about oceans and continents. Students needed to be able to identify oceans and continents and be able to place them on a map. Bryan cut his social studies sight words and glued them onto the correct box.	
<b>Student's Performance Relative to the Targeted Skill:</b> 88% accuracy; 13 out of 15 words correct.	
<b>Supports:</b> 1:1 assistant cut boxed words, verbally prompted Bryan to stay on task.	



Bryan

11/20/07



Setting: General Ed. Classroom with typical peers-Social Studies block

Supports: 1:1 assistant cut boxed words, verbally prompted Bryan to stay on task.

Accuracy: 88%



Great



Okay



I Can Do Better

13/15  
88%



**WORK SAMPLE # 2****Student Work Sample Label***Attach to Work Sample*

<b>Student Name:</b> Bryan		<b>Date:</b> 12/19/2007
<b>Content Area:</b> Reading 1		
<b>Work Sample:</b> 2		
<b>Data Collection Period:</b> II	<b>Setting:</b> General Education Classroom; Reading Block with Typical Peers	
<b>Activity Description:</b> Bryan played "Sight Word Bingo" with his peers. One student called out a word from Bryan's sight word cards, and the students along with Bryan needed to cover that word on their sight word "Bingo" card. The first student with a "Bingo" yelled "Bingo" and then we started a new game.		
<b>Student's Performance Relative to the Targeted Skill:</b> 76% accuracy; 19 out of 25 words correct. Bryan got a couple of "Bingos"!		
<b>Supports:</b> Typical peers prompted Bryan to listen to the words. 1:1 assistant recorded results (words Bryan covered successfully).		

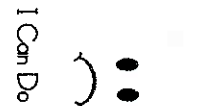
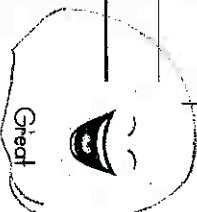
Bryan		Sight Word Bingo List				Date: 2/19/07	
over	+						
could	-						
water	+						
now	+						
did	+						
part	+						
from	+						
I	+						
are	+						
it	+						
to	+						
word	-						
were	-						
said	-						
which	-						
if	+						
out	+						
so	+						
like	+						
look	+						
see	+						
people	-						
been	+						
find	+						
get	+						

could	to	word	out	people
water	it	were	so	been
now	are	said	like	find
did	I	which	look	get
part	from	if	see	over

19/25 correct

76% accuracy



# Self Determination Form

This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

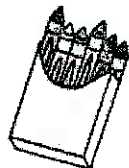
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1. Play sight word Bingo
2. Review sight word flashcards
3. Read a sight word book

Here's what I need to do this activity (Circle items needed):



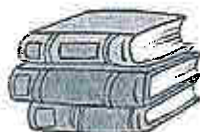
Pencil



Crayons



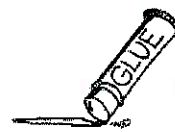
Paper



Books



Scissors



Glue



Computer



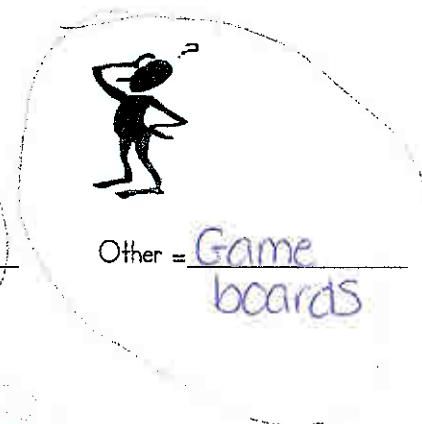
Flash Cards



Clipboard



Manipulative = tiles



Other = Game boards

How I think I did on the activity:



Great



Okay



I can do better

Next time I will:

do more flash cards

Signature: \_\_\_\_\_

[Signature]

Date: \_\_\_\_\_

[Date]

Comments/Observations regarding Self Determination Form

Setting: Reading Block w/ typical peers  
Support (people, tools, prompts, other): Bryan completed the sight word Bingo game with his typical peers. Bryan's 1:1 assistant read these questions when he was done the game. Bryan answered the questions and signed this form.

## WORK SAMPLE # 1

Student Work Sample Label	
<i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 3/26/2008
<b>Content Area:</b> Reading 1	
<b>Work Sample:</b> 1	
<b>Data Collection Period:</b> III	<b>Setting:</b> General Education Classroom; Science Block with Typical Peers
<b>Activity Description:</b> Bryan's 1:1 read a science leveled reader about energy resources. It follows our class curriculum. Bryan had 5 words he needed to know. He needed to be able to connect his 5 science words with pictures that represented the meanings. Typical Peers read the same lesson w/ a vocab sheet on the same 5 words.	
<b>Student's Performance Relative to the Targeted Skill:</b> 100% accuracy; Bryan read 5 got out of 5 correct.	
<b>Supports:</b> 1:1 assistant read the science leveled reader. 1:1 assistant went over 5 science words.	

Name: Benjam Date: 3-26-05 #: 12

Chapter 10 Lesson 2 Review  
Other Energy Resources

5/5  
100% accuracy

Match the correct picture with the correct word.

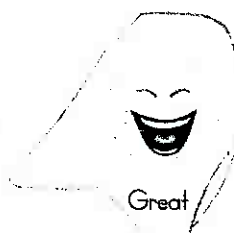
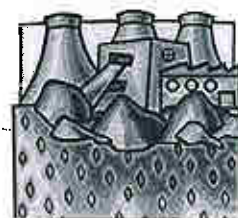
Solar Energy:

Wind Energy:

Moving Water Energy:

Nuclear Energy:

Biomass:



Great



Okay



I Can Do Better

**Setting:** General Ed. Classroom with typical peers-Science block

**Supports:** 1:1 Assistant read the science leveled reader and went over 5 science words.

**Accuracy:** 100%



# Self Determination Form

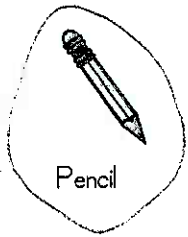
This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

☒  
☐  
☐

1. Read Science leveled reader + answer questions
2. Do a science related lab
3. Do vocab cards

Here's what I need to do this activity (Circle items needed):



Pencil



Crayons



Paper



Books



Scissors



Glue



Computer



Flash Cards



Clipboard



Manipulative = \_\_\_\_\_



Other = \_\_\_\_\_

How I think I did on the activity:



Great



Okay



I can do better

Next time I will:

"I will do a Science lab."

I will do a Science lab

Signature: \_\_\_\_\_

Bryan

Date: \_\_\_\_\_

5-26-08

Comments/Observations regarding Self Determination Form

Setting: Science Block w/typical peers

Support (people, tools, prompts, other): Bryan did the activity. Bryan then answered these questions after his T.I assistant read the questions to him. Bryan then signed this form.

## WORK SAMPLE # 2



### Student Work Sample Label

*Attach to Work Sample*

<b>Student Name:</b> Bryan		<b>Date:</b> 4/4/2008
<b>Content Area:</b> Reading 1		
<b>Work Sample:</b> 2		
<b>Data Collection Period:</b> III	<b>Setting:</b> General Education; Unified Arts-Library Class with typical peers	
<b>Activity Description:</b> Typical peers and Bryan needed to use dictionaries to look up geographical terms to be used on their next map unit. Bryan used the "Children's Illustrated Dictionary" to help him find his sight words for this activity.		
<b>Student's Performance Relative to the Targeted Skill:</b> 100% accuracy; 4 out of 4 words correct.		
<b>Supports:</b> 1:1 assistant verbally prompted Bryan to look for the 1st letter and then to look for a visual picture to help him find the definition.		

Name

Bryan

Date

4/4/00

# WHAT DOES THE WORD MEAN?

Bryan, use the sight words provided and look it up in the dictionary!!! Read the word and definition then write it down.

Word:

mountain

Definition:

An area of land

that

rises high.

Word:

river

Definition:

A big stream of water.

Word:

island

Definition:

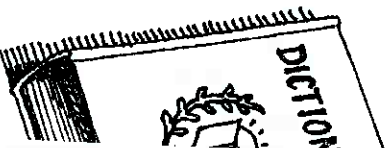
Land with water around it.

Word:

valley

Definition:

A area between two hills.



**Setting:** General Ed. Unified Arts-Library Class with typical peers  
**Supports:** 1:1 Assistant verbally prompted Bryan to look for the 1<sup>st</sup> letter and then look for a visual picture to help him find the definition.  
**Accuracy:** 100%



Great



Okay



I Can Do Better

4/4  
for looking  
up the word

**Entry Cover Sheet #2**  
**Reading Choice**  
**(Grades 2, 3, 4, 5, 6, 7 and 10)**

**Student Name:** Bryan                      **SASID #**                      **SAU #**                      **Grade:** 5

**Content Standard:**

Student will demonstrate competence in using the interactive language process of reading, writing, speaking, listening, and viewing to communicate effectively.

**Student Performance and Progress: ONE Measurable Targeted Skill:**

Bryan will read a piece of text and correctly answer comprehension questions or provide an opinion orally 85% of the time.

**Explain how the targeted skill is connected to the Content Standard:**

Bryan will demonstrate an increasing awareness with the interactive language processes to help him communicate effectively.

**The following can be used as the Table of Contents for this entry:**

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 29

**Collection period I - September 17 - November 16, 2007**

Two Student Work Samples Pgs. 30; 36

One Self-Determination Worksheet connected to one of the Work Samples Pg. 35

**Collection Period II - November 19, 2007 - February 1, 2008**

Two Student Work Samples Pgs. 38;41

One Self-Determination Worksheet connected to one of the Work Samples Pg. 43

**Collection Period III - February 4 - April 18, 2008**

Two Student Work Samples Pgs. 44; 46

One Self-Determination Worksheet connected to one of the Work Samples Pg. 48

**The following information must be recorded directly on each piece of evidence:**

- \* Student's name and date of activity
- \* Accuracy of performance
- \* Cues, prompts or other assistance required by the student to complete the task
- \* Setting in which the activity occurred
- \* People who interacted and/or assisted the student in the activity

**Evidence for this entry should follow this Entry Cover Sheet in chronological order.**

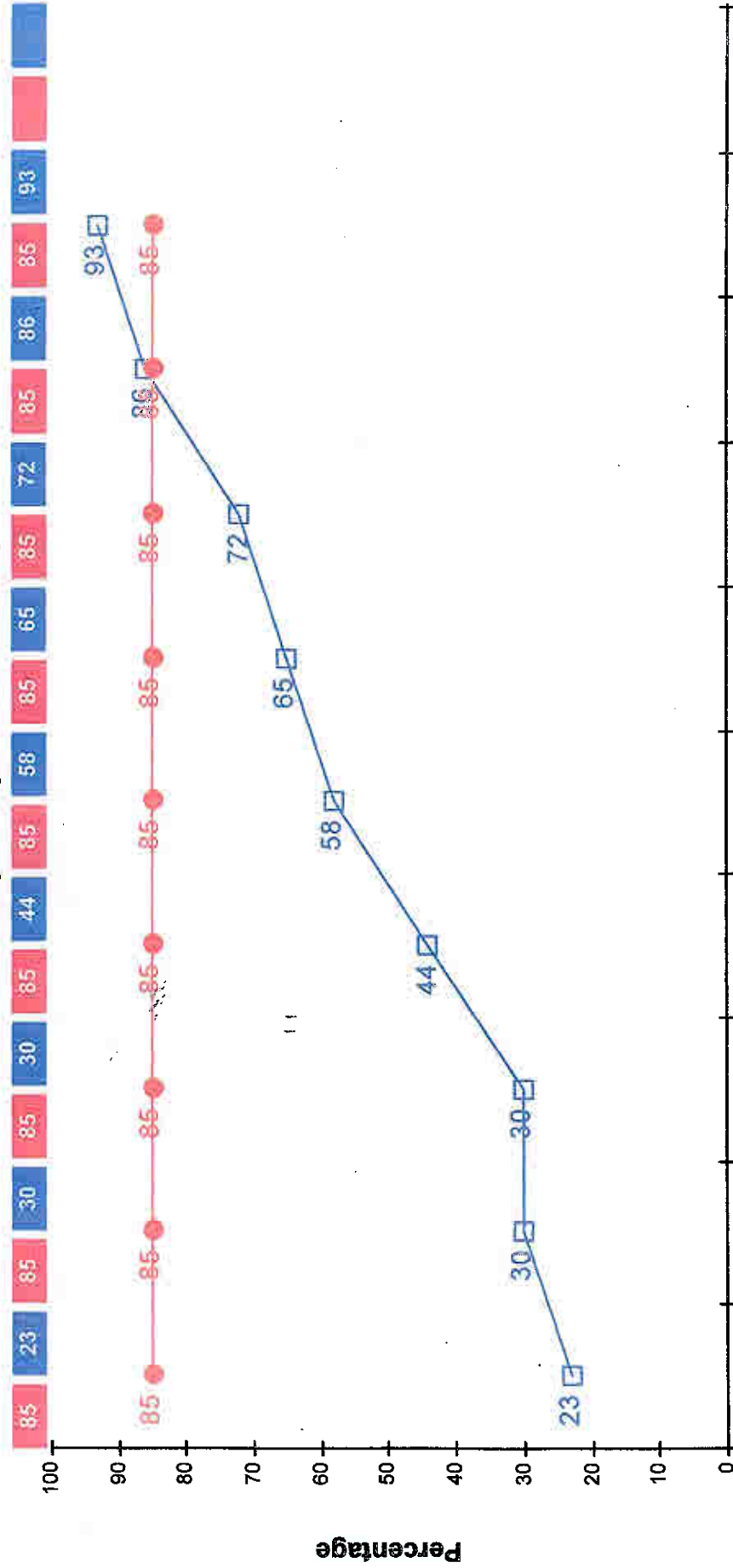
Student Name: Bryan

SASID #

SAU #

Grade: 5

# Story Comprehension Graph



Date

Brief Description of Data

10/17/2007	Bryan read the story "The Kite". He answered 4 out of 15 comprehension questions about the story; 23% accuracy.	10/31/2007	Bryan read the story "The Bears". He answered 5 out of 15 comprehension questions about the story; 30% accuracy.	11/7/2007	Bryan read the story "Two Friends". He answered 5 out of 15 comprehension questions about the story; 30% accuracy.	11/27/2007	Bryan read the story "In the Love". He answered 7 out of 15 comprehension questions about the story; 44% accuracy.	12/12/2007	Bryan read the story "Two Eyes See". He answered 9 out of 15 comprehension questions about the story; 58% accuracy.	12/20/2007	Bryan read the story "The Moon". He answered 10 out of 15 comprehension questions about the story; 65% accuracy.	2/13/2008	Bryan read the story "The Hot Tea". He answered 11 out of 15 comprehension questions about the story; 72% accuracy.	3/12/2008	Bryan read the story "Some Fun". He answered 13 out of 15 comprehension questions about the story; 86% accuracy.	3/28/2008	Bryan read the story "Fun with Friends". He answered 14 out of 15 comprehension questions about the story; 93% accuracy.
------------	---	------------	--	-----------	--	------------	--	------------	---	------------	--	-----------	---	-----------	--	-----------	--

Key

Comments:

Trgt. Goal Line 85%

Percent Correct

## WORK SAMPLE # 1

Student Work Sample Label	
<i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 10/17/2007
<b>Content Area:</b> Reading 2	
<b>Work Sample:</b> 1	
<b>Data Collection Period:</b> I	<b>Setting:</b> General Education Classroom with Typical Peers; Reading Block
<b>Activity Description:</b> Bryan read the story "The Kite". Bryan then answered 15 comprehension questions to go along with the story. The classroom teacher read the questions (#1-7) and then scribed the answers that Bryan gave verbatim.	
<b>Student's Performance Relative to the Targeted Skill:</b> 23% accuracy; Bryan answered 4 out of 15 questions correctly.	
<b>Supports:</b> Classroom teacher read the first 7 questions, scribed for Bryan, read the rest of the test & had Bryan complete the rest of the questions.	



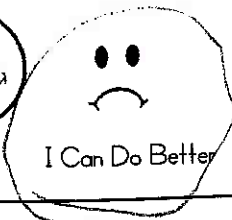
# The Kite



Great



Okay



I Can Do Better

## The Story

Answer the questions.

4/15 correct  
23% accuracy

1. What is the title of the story?  
"The Kite"

\* Teacher read questions to Bryan and scribed each answer.

2. Think of another title for the story and write it.  
"I don't know."

**Setting:** General Ed. Classroom with typical peers-Reading block

**Supports:** Classroom teacher read the first 7 questions, scribed for Bryan, read the rest of the test & had Bryan complete the rest of the ques.

**Accuracy:** 23%

3. What is the setting for the story?  
"In the book."

4. Who are the characters in the story?  
"The girl and the boy. They have no names."

5. What happened at the beginning of the story?

"Two boys swing on the branch."  
They were flying kites

6. What happened in the middle of the story?

"Getting kite out of the tree."  
This happened at the end!

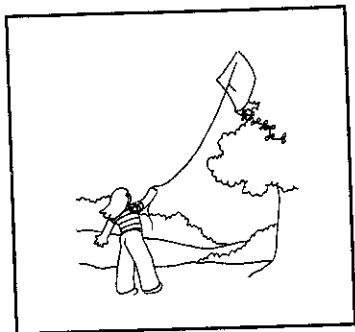
7. What happened at the end of the story?

"It said The End."  
more!

# The Kite

## Sentences

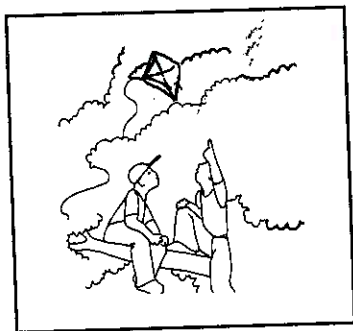
Write the correct word on the line.



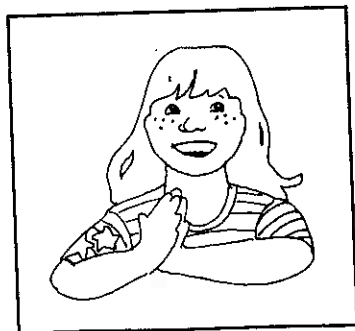
The girl holds the           . C  
box      kite



The girl is           . (x)  
sad      glad



The boys find the           . (x)  
kite      girl



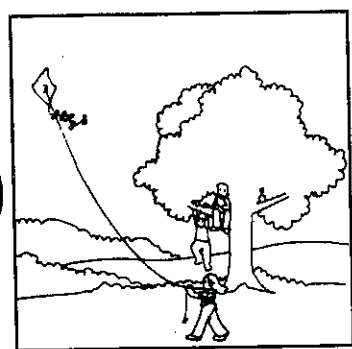
The girl is           . C  
sad      glad

# The Kite

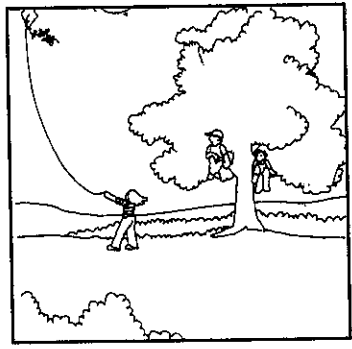
## The Story

Write a 2 under what happened second.  
Write a 3 under what happened third.

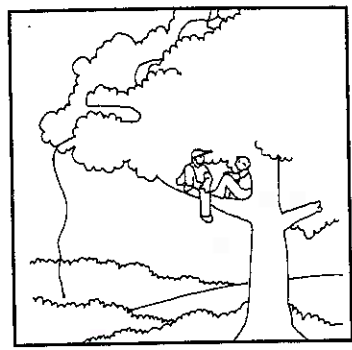
(X)



1

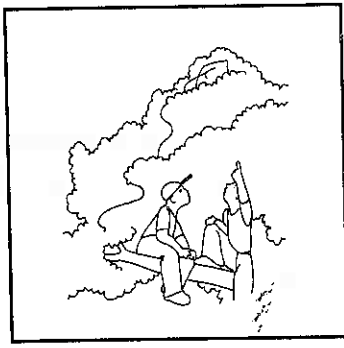


2

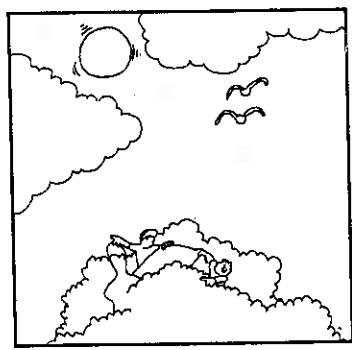


3

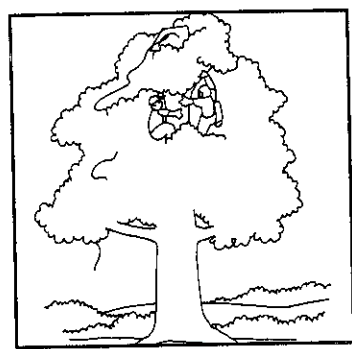
(X)



1

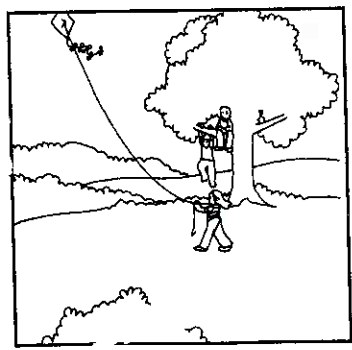


2

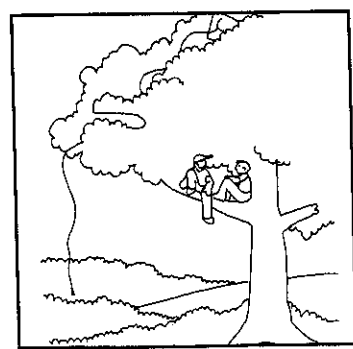


3

(X)



1



3



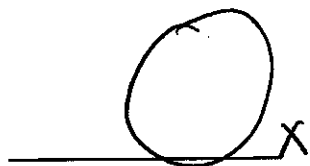
2

B.  
10/17/07

# The Kite

## The Story

Put a ✓ by the sentences that tell about the story.



The wind blows the kite into a tree.

Two boys help the girl.



A girl climbs the tree.

The two boys sit in the house.

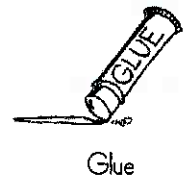
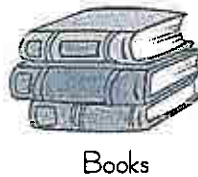
# Self Determination Form

This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

<input checked="" type="checkbox"/>	1. Kite Story Comprehension test
<input type="checkbox"/>	2. Read a new book
<input type="checkbox"/>	3. Do a "filmstrip" reel to go along w/ the story

Here's what I need to do this activity (Circle items needed):



Computer

## Flash Cards

Clipboard

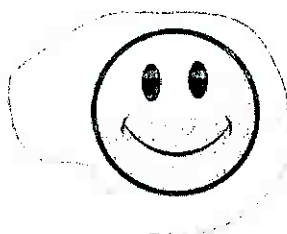
Manipulative = \_\_\_\_\_

Other = \_\_\_\_\_

How I think I did on the activity:



Great



Okay



I can do better

Next time I will:

12/1/84

Signature: \_\_\_\_\_

Date \_\_\_\_\_

Comments/Observations regarding Self Determination Form

Setting: Reading Block w/ Typical Peers

Support (people, tools, prompts, other): Bryan completed his "Kite" comprehension test with the classroom teacher. The classroom teacher then read these questions to him. Bryan then answered the questions and signed this form.

## WORK SAMPLE # 2

Student Work Sample Label	
<i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 10/22/2007
<b>Content Area:</b> Reading 2	
<b>Work Sample:</b> 2	
<b>Data Collection Period:</b> I	<b>Setting:</b> At Home
<b>Activity Description:</b> For homework, Bryan needed to read "A Tale of Tracks". Once he was done, Bryan needed to fill in the boxes on the worksheet according to the paragraph.	
<b>Student's Performance Relative to the Targeted Skill:</b> 100% accuracy; 4 out of 4 correct.	
<b>Supports:</b> Bryan's mother read the paragraph and directions to Bryan.	



# A Tale of Tracks






4/4


100% Nice  
Job Bryan!



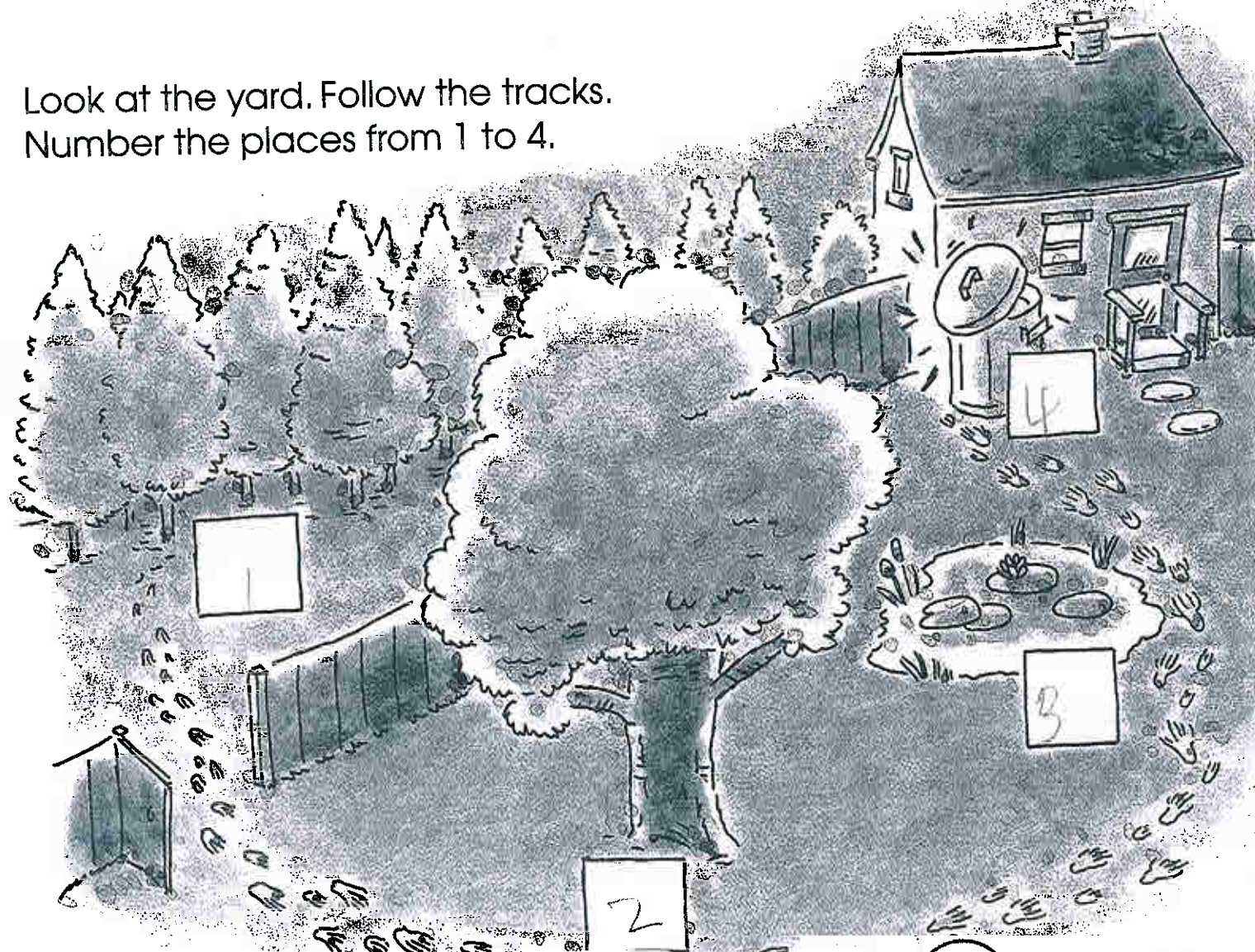
Read the story.

**Last night** we saw some **tracks**. The tracks came from the **forest** . They went by the tree . Then they went

down to the pond . We followed the tracks to our

house . What is all that noise? A hungry visitor is eating dinner!

Look at the yard. Follow the tracks.  
Number the places from 1 to 4.



**Setting:** At Home

**Supports:** Bryan's mother read the paragraph and directions to Bryan.

©School Zone Publishing **Accuracy:** 100%

Sequence



Great



Okay



I Can Do Better

avior

## WORK SAMPLE # 1

<b>Student Work Sample Label</b> <i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 1/16/2008
<b>Content Area:</b> Reading 2	
<b>Work Sample:</b> 1	
<b>Data Collection Period:</b> II	<b>Setting:</b> Speech Therapy Room
<b>Activity Description:</b> During Bryan's Speech Therapy, Bryan read a Native American Tale about a bear's tail. Bryan needed to then answer follow-up questions based on the tale.	
<b>Student's Performance Relative to the Targeted Skill:</b> 84% accuracy; 2.5 out of 3	
<b>Supports:</b> Speech teacher read paragraph to Bryan and then helped Bryan to read the paragraph. 1:1 Assistant verbally prompted Bryan to keep him focused.	



# A Tale of a Tail



A bear's tail is short and stubby.  
One Native American tale explains why.

Once, bears  had **long, furry tails**. Then something

happened. Bear  was hungry for crayfish .

But the pond  was frozen. So Bear  asked

Fox  for help. Tricky Fox  told Bear

to make a hole in the ice. He told Bear  to hang his long

tail through the hole. When a crayfish  pinched it, he

could pull the crayfish  up. Bear  felt a

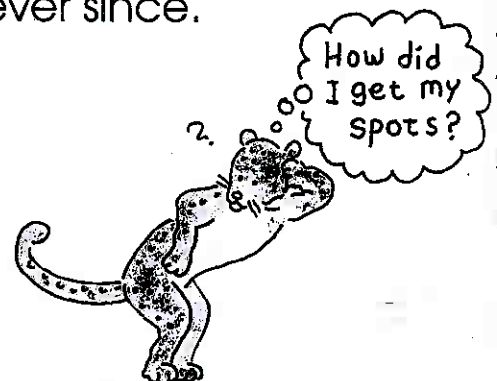
pinch. But it was not a crayfish . His tail was frozen into

the pond . Bear  pulled so hard that his tail

broke off. Bears  have had **short tails** ever since.

## Try This!

Write your own tale. Think of an animal and what is special about it. Tell how it got to be that way. Draw pictures to go with your story.



2 1/2 / 3

84% accuracy

1. What kind of tails did bears once have?

Bears had long tails, "Bears had long tails."

1/2 2. What kind of tails do bears have now?

Short tails and bear need help "Short tails and Bear needed help."

3. Why did bears' tails change?

Bears tails got in the ice Polar, "Bears tail was frozen in the ice pulled off"

### Compare the Bears!

Black Bears: 4-5 feet long; 150-400 pounds

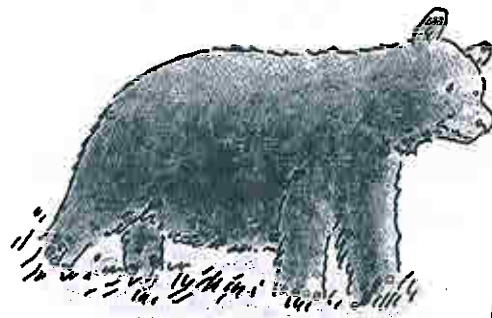
Grizzly Bears: 6-7 1/2 feet long; 300-900 pounds

Polar Bears: 6-8 feet long, up to 1,500 pounds

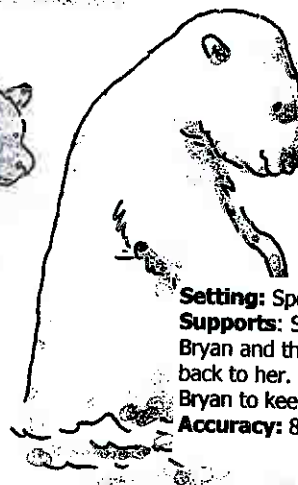
Coastal Brown Bears: 6-8 1/2 feet long; up to 1,600 pounds



Brown Bear



Black Bear



Polar Bear

Grizzly Bear



**Setting:** Special Education: Speech Therapy Rm.  
**Supports:** Speech teacher read paragraph to Bryan and then helped him to read the paragraph back to her. 1:1 assistant verbally prompted Bryan to keep him focused.  
**Accuracy:** 84% accuracy

## WORK SAMPLE # 2

<b>Student Work Sample Label</b> <i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 1/29/2008
<b>Content Area:</b> Reading 2 <b>Work Sample:</b> 2	
<b>Data Collection Period:</b> II	<b>Setting:</b> General Education Classroom with Typical Peers; Reading Block
<b>Activity Description:</b> Typical Peers and Bryan read "More Tales From the Classroom at the End of the Hall". Students switched off reading chapters of the book to Bryan. At the end of the book, one of the activities to check for comprehension, students filled-out "Build a Story Pyramid" based on the book.	
<b>Student's Performance Relative to the Targeted Skill:</b> 88% accuracy; 7 out of 8 questions correct.	
<b>Supports:</b> Typical peers read chapters to Bryan and verbally prompted for answers. 1:1 Assistant verbally prompted Bryan to answer the pyramid questions.	

Name

1/1/11

1-2000

Reading Response:  
Story Elements

# Build a Story Pyramid

After you read a story, you can build a story pyramid. The numbered directions below tell you how to fill in each level of the pyramid.

Title

More Tales From The Classroom at the End of The Hall

Author

By Douglas Evans

1.

The

2.

The

3.

The

4.

The

5.

The

6.

The

7.

The

8.

The

88% accuracy

7/8

Setting: General Ed. Classroom with typical peers-Reading block

Supports: Typical peers read chapters to Bryan and verbally prompted for answers. 1:1 assistant verbally prompted Bryan to answer the pyramid questions.

Accuracy: 88%

1. name of the main character
2. 2 words: describe the main character
3. 3 words: describe the setting
4. 4 words: state the main character's goal or problem
5. 5 words: describe an important event
6. 6 words: describe the conclusion
7. 7 words: describe your favorite part
8. 8 words: what would you tell others about the story?



# Self Determination Form

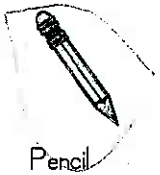
This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1. Fill out Story pyramid
2. Work on reading contract
3. \_\_\_\_\_

Here's what I need to do this activity (Circle items needed):



Pencil



Crayons



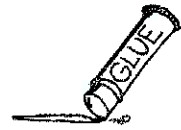
Paper



Books



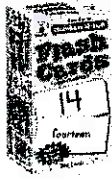
Scissors



Glue



Computer



Flash Cards



Clipboard

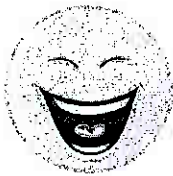


Manipulative = \_\_\_\_\_

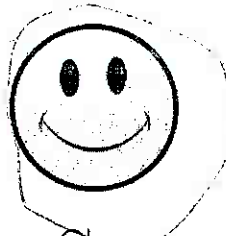


Other = \_\_\_\_\_

How I think I did on the activity:



Great



Okay



I can do better

Next time I will:

"Read a story on the computer."

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments/Observations regarding Self Determination Form

Setting: Reading Block w/ typical peers

Support (people, tools, prompts, other): Bryan completed the story pyramid activity. Bryan's 1:1 assistant read these questions to Bryan. Bryan then answered the questions and signed this form.

## WORK SAMPLE # 1

Student Work Sample Label	
<i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 4/1/2008
<b>Content Area:</b> Reading 2	
<b>Work Sample:</b> 1	
<b>Data Collection Period:</b> III	<b>Setting:</b> General Education Classroom with Typical Peers; Science Block
<b>Activity Description:</b> Bryan listened to his 1:1 Assistant read his science leveled reader about "Protecting Earth's Resources." He was listening to the section about "other resources". Bryan's typical peers were reading in their science text books on the same lesson. They also answered follow-up comprehension questions.	
<b>Student's Performance Relative to the Targeted Skill:</b> 100% accuracy; 6 out of 6 questions correct.	
<b>Supports:</b> 1:1 Assistant read the science leveled reader and verbally prompted with questions.	

Name: Bryan Date: 4/1 #:

## Chapter 10 Lesson 3 Review

### Other Resources

6/6 correct

100% accuracy

(\*) Great Job  
Bryan! 😊

List 3 uses of Iron Ore:

1. buildings
2. nails
3. steel beams / metal utensils

Water, soil, and air are three resources that meet important needs.

4. Why is air important?

We need air to breathe and live.

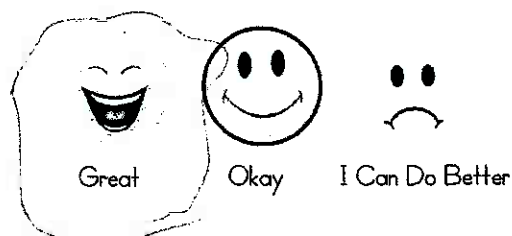
5. Why is soil important?

We need soil to make plants and trees grow.

6. Why is water important?

We need it to drink, bathe, to cook and for plants.

**Setting:** General Ed. Classroom with typical peers-Science block  
**Supports:** 1:1 assistant read the science leveled reader and verbally prompted with questions.  
**Accuracy:** 100%



4E

**WORK SAMPLE # 2**

<b>Student Work Sample Label</b> <i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 4/18/2008
<b>Content Area:</b> Reading 2 <b>Work Sample:</b> 2	
<b>Data Collection Period:</b> III	<b>Setting:</b> Speech Therapy Room
<b>Activity Description:</b> During Bryan's Speech/Language Therapy, he listened to the Speech teacher read the paragraph about frogs. Bryan then read the paragraph back to her. The speech teacher then read each question to Bryan and Bryan answered them himself.	
<b>Student's Performance Relative to the Targeted Skill:</b> 100% accuracy; 4 out of 4 questions correct.	
<b>Supports:</b> Speech teacher read paragraph and questions to Bryan; 1:1 assistant verbally prompted Bryan to keep him focused.	

Name Bryan

4-8-9

4/4

100%

nice work Bryan.



Read the text.

Answer the questions.

I like frogs. Frogs can do lots of things. Frogs can live on land and in ponds. Frogs have long back legs. They jump and hop with their strong legs. They can swim too. Frogs see and smell well. To eat, frogs flick at bugs. They grab the bugs and eat.

1. Write a sentence. Tell what the text is all about.

Frogs eat bugs and eat. They can swim too. Frogs see and smell well.

frogs eat bugs and eat. They can swim too. Frogs see and

Circle the word that answers each question.

2. What can frogs eat?

bugs

cats

3. Which tells about frog legs?

fat

strong

4. What is a good name for the text?

Stop and Hop

About Frogs

**Setting:** Special Education: Speech Therapy Rm.  
**Supports:** Speech teacher read paragraph and questions to Bryan; 1:1 assistant verbally prompted Bryan to keep him focused.  
**Accuracy:** 100%



**Home Activity** Your child identifies the main idea and details in a paragraph. Work through the items with your child. Together, look at a picture of an animal or observe a real animal. Talk about what the animal looks like and does.

# Self Determination Form

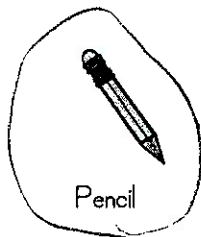
This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

1. listen to a story on tape and answer questions
2. read a paragraph and answer questions
3. read a story w/ a <sup>typical</sup> peer and answer questions

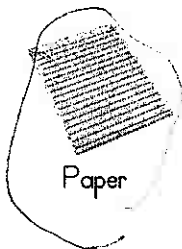
Here's what I need to do this activity (Circle items needed):



Pencil



Crayons



Paper



Books



Scissors



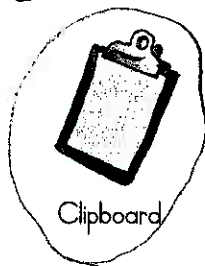
Glue



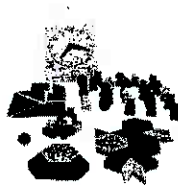
Computer



Flash Cards



Clipboard

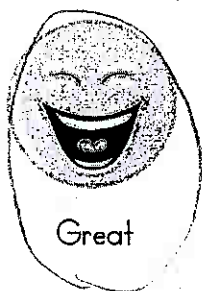


Manipulative = \_\_\_\_\_

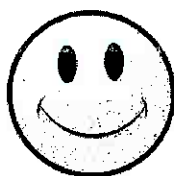


Other = \_\_\_\_\_

How I think I did on the activity:



Great



Okay



I can do better

Next time I will:

Play A Reading Game.

Signature: \_\_\_\_\_

Bryan

Date: \_\_\_\_\_

11-12-00

Comments/Observations regarding Self Determination Form

Setting: Speech Room

Support (people, tools, prompts, other): Bryan did this activity in the Speech room w/ his 1:1 assistant and the speech teacher. Bryan then filled out this form with his 1:1 assistant. The 1:1 read the questions while Bryan answered them. Then he signed his name.



**Entry Cover Sheet #1**  
**Mathematics Required**  
**(Grades 2, 3, 4, 5, 6, 7 and 10)**

**Student Name:** Bryan

**SASID #**

**SAU #**

**Grade:** 5

**Content Standard:**

Student will communicate his or her understanding of mathematics and recognize, develop, and explore mathematical connections.

**Student Performance and Progress: ONE Measurable Targeted Skill:**

Bryan will identify the concepts of more or less, given a variety of sets with 90% accuracy.

**Explain how the targeted skill is connected to the Content Standard:**

Bryan will be able to use these concepts of more or less to provide connections in math to his daily living.

**The following can be used as the Table of Contents for this entry:**

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period.

Pg. 50

**Collection period I - September 17 - November 16, 2007**

Two Student Work Samples

Pgs. 51; 54

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 53

**Collection Period II - November 19, 2007 - February 1, 2008**

Two Student Work Samples

Pgs. 56; 59

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 58

**Collection Period III - February 4 - April 18, 2008**

Two Student Work Samples

Pgs. 61; 63

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 65

**The following information must be recorded directly on each piece of evidence:**

- \* Student's name and date of activity
- \* Accuracy of performance
- \* Cues, prompts or other assistance required by the student to complete the task
- \* Setting in which the activity occurred
- \* People who interacted and/or assisted the student in the activity

**Evidence for this entry should follow this Entry Cover Sheet in chronological order.**

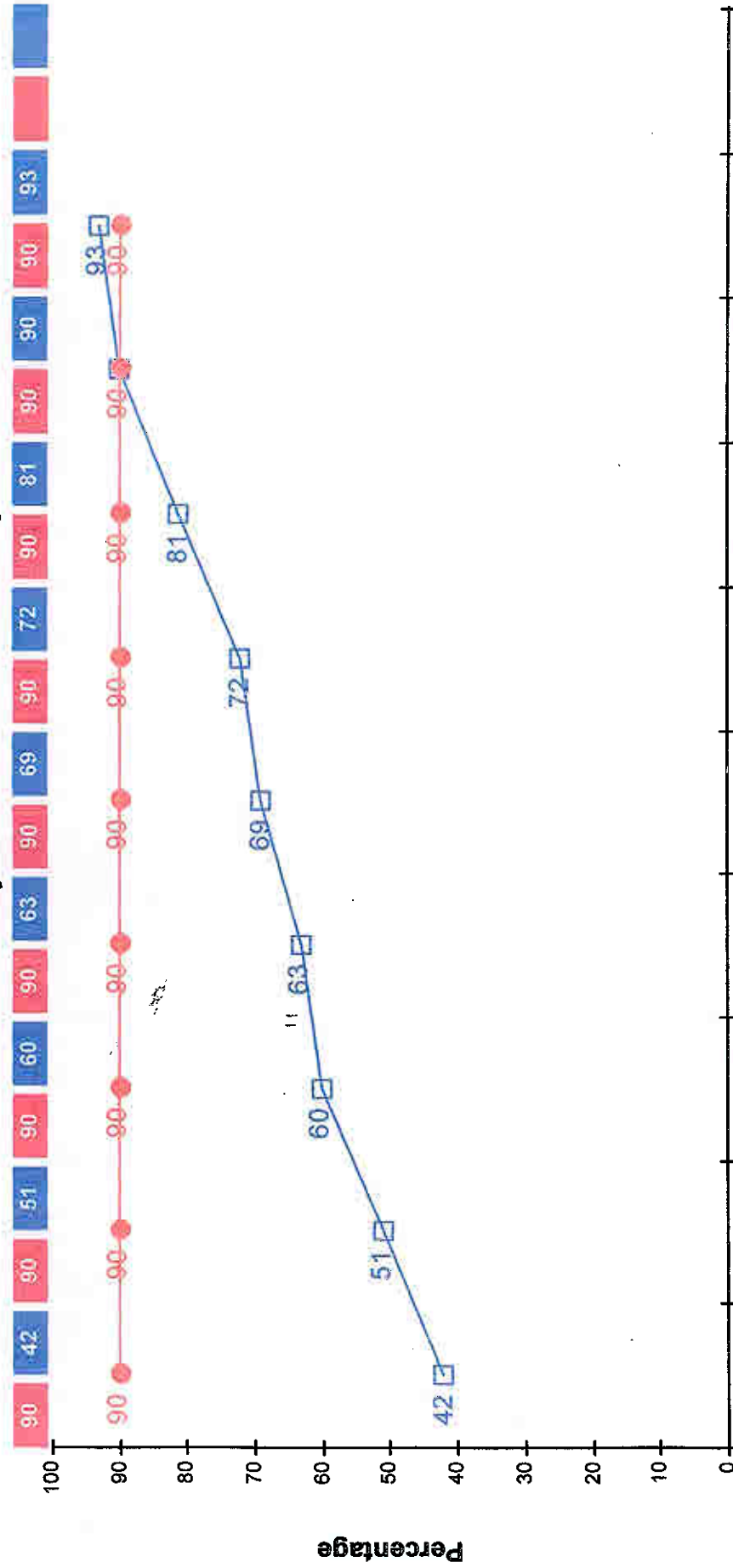
Student Name: Bryan

SASID #

SAU #

Grade: 5

## Money-Greater/Less Than Graph



Date	Brief Description of Data	Comments:
10/16/2007	Bryan was given 25 greater or less than money flashcards. He had to point to the greater amount of money. He answered 7 out of 25 correct; 42% accuracy	
10/31/2007	Bryan was given 25 greater or less than money flashcards. He had to point to the greater amount of money. He answered 9 out of 25 correct; 51% accuracy	
11/7/2007	Bryan was given 25 greater or less than money flashcards. He had to point to the greater amount of money. He answered 12 out of 25 correct; 60% correct	
11/27/2007	Bryan was given 25 greater or less than money flashcards. He had to point to the greater amount of money. He answered 13 out of 25 correct; 63% correct	
12/12/2007	Bryan was given 25 greater or less than money flashcards. He had to point to the greater amount of money. He answered 15 out of 25 correct; 69% correct	
12/20/2007	Bryan was given 25 greater or less than money flashcards. He had to point to the greater amount of money. He answered 16 out of 25 correct; 72% accuracy	
2/3/2008	Bryan was given 25 greater or less than money flashcards. He had to point to the greater amount of money. He answered 19 out of 25 correct; 81% correct	
3/12/2008	Bryan was given 25 greater or less than money flashcards. He had to point to the greater amount of money. He answered 22 out of 25 correct; 90% correct	
3/28/2008	Bryan was given 25 greater or less than money flashcards. He had to point to the greater amount of money. He answered 23 out of 25 correct; 93% correct	

## Key

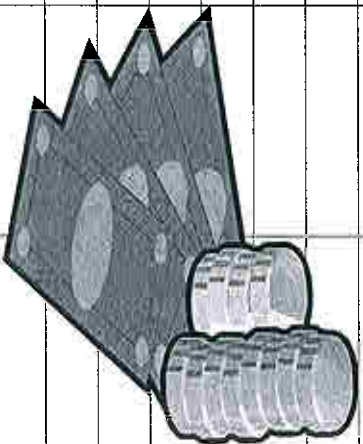
Trgt. Goal Line 90%

Percent Correct

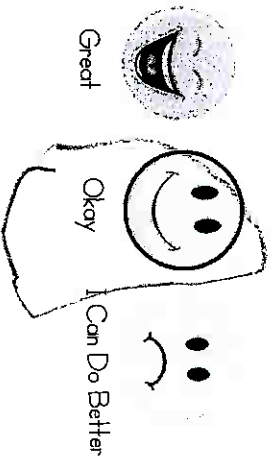
**WORK SAMPLE # 1**

<b>Student Work Sample Label</b> <i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 10/16/2007
<b>Content Area:</b> Mathematics 1	
<b>Work Sample:</b> 1	
<b>Data Collection Period:</b> I	<b>Setting:</b> General Education Classroom with Typical Peers; Math Block
<b>Activity Description:</b> Bryan was given 25 greater or less than money flashcards. Bryan needed to point to the card with the greater amount of money.	
<b>Student's Performance Relative to the Targeted Skill:</b> 42% accuracy; Bryan answered 7 out of 25 correctly.	
<b>Supports:</b> 1:1 assistant recorded data. Typical peers showed flashcards to Bryan. Bryan used money manipulatives.	

Bryan		Money Greater/ Less Than Flash Cards		Date: 10/16/07	
\$0.12vs. \$0.20	-				
\$0.05vs. \$0.26	-				
\$0.25vs.\$0.16	-				
\$0.06vs.\$0.15	-				
\$0.19vs. \$0.50	-				
\$1.00vs. \$2.00	+				
\$0.60vs.\$0.75	-				
\$0.85vs.\$0.80	-				
\$1.25vs. \$1.50	+				
\$0.51 vs.\$0.81	-				
\$1.26vs. \$0.06	+				
\$1.10vs. \$1.01	-				
\$1.05vs. \$0.90	+				
\$1.90vs. \$0.62	+				
\$0.61vs. \$1.00	-				
\$0.85vs.\$0.80	-				
\$0.10vs. \$0.11	-				
\$0.25vs.\$0.30	-				
\$2.00vs. \$1.75	+				
\$0.01vs. \$0.52	-				
\$0.40vs. \$0.02	-				
\$0.23vs. \$0.84	-				
\$1.30vs.\$2.10	+				



**Setting:** General Ed. Classroom with typical peers-Math block  
**Supports:** 1:1 assistant recorded data. Typical peers showed flashcards to Bryan. Bryan used money manipulatives.  
**Accuracy:** 42%



# Self Determination Form

This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

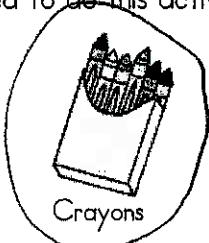
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1. point to flashcards with the greater amount of money.
2. will play the "heart" greater/less than game.
3. Do a worksheet with greater/less than problems on it!

Here's what I need to do this activity (Circle items needed):



Pencil



Crayons



Paper



Books



Scissors



Glue



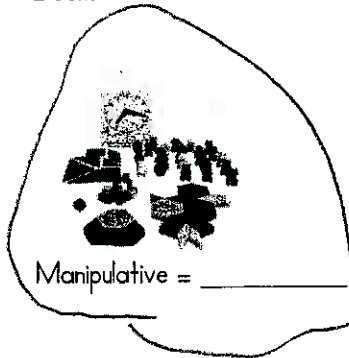
Computer



Flash Cards



Clipboard

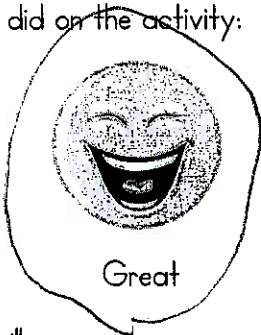


Manipulative =

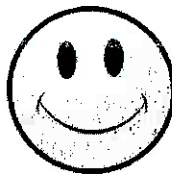


Other =

How I think I did on the activity:



Great



Okay



I can do better

Next time I will:

Practice adding my money using a worksheet.

Signature: \_\_\_\_\_

Bryan

Date: \_\_\_\_\_

10-16-01

Comments/Observations regarding Self Determination Form

Setting: math Block with Typical Peers

Support (people, tools, prompts, other): Bryan completed the activity.

Bryan then read this form with me (The Classroom teacher.) He checked the box, circled what he did, and circled how he thought he did. I then told him that we needed more practice and together, we decided

## WORK SAMPLE # 2

Student Work Sample Label	
<i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 11/14/2007
<b>Content Area:</b> Mathematics 1	
<b>Work Sample:</b> 2	
<b>Data Collection Period:</b> I	<b>Setting:</b> General Education Classroom with Typical Peers =
<b>Activity Description:</b> Bryan and typical peers have been comparing objects and numbers. After a lesson review of greater than/less than (For Bryan more and fewer) students completed a worksheet to reinforce the lesson.	
<b>Student's Performance Relative to the Targeted Skill:</b> 50% accuracy; 3 out of 6 correct (difficulty switching to "fewer")	
<b>Supports:</b> 1:1 assistant read the directions. Bryan completed the rest independently. 1:1 kept him on task.	

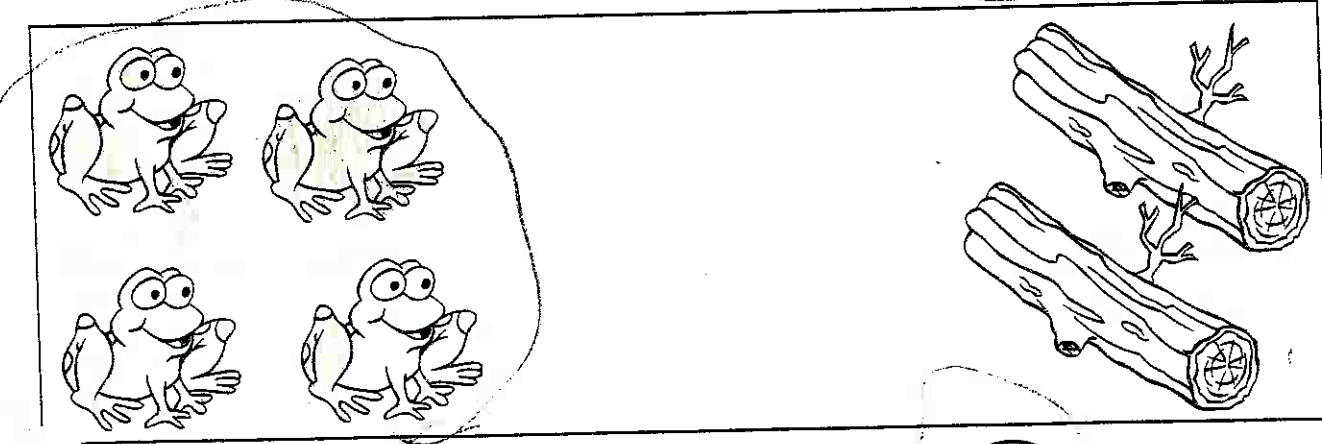
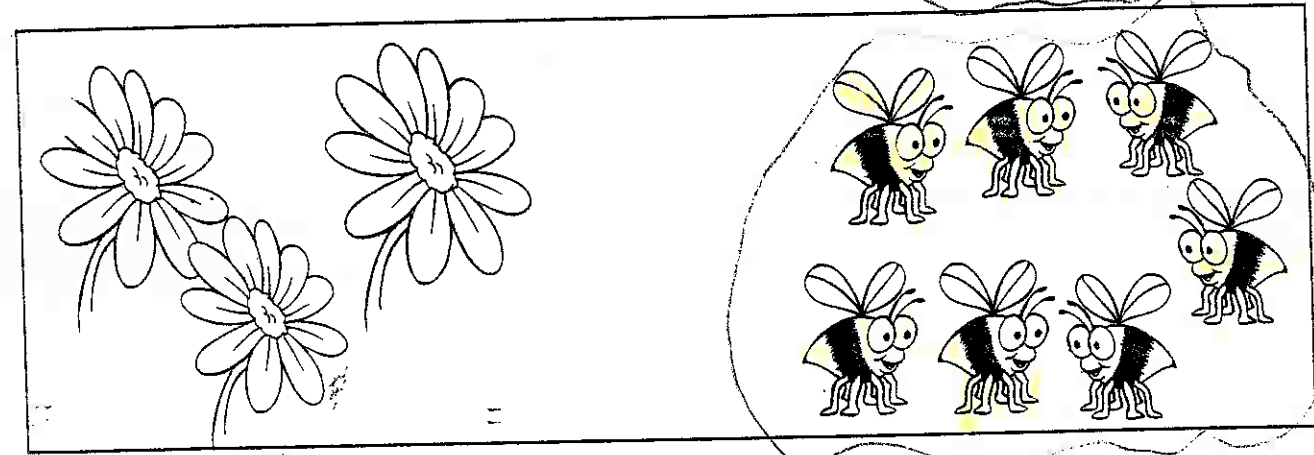
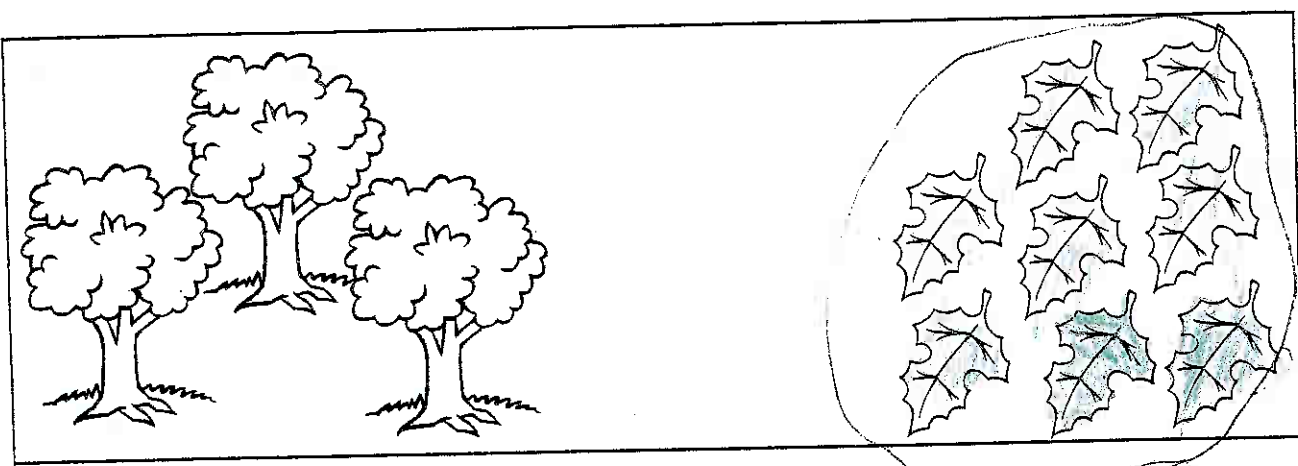


Look at the pictures in each box. **Circle** the group that has **more**.  
**Color** the pictures.



**MORE**

3/6 correct  
 50% accuracy



**Setting:** General Ed. Classroom with typical peers-Math block  
**Supports:** 1:1 read the directions and kept Bryan on task. Bryan completed the rest independently.  
**Accuracy:** 50%



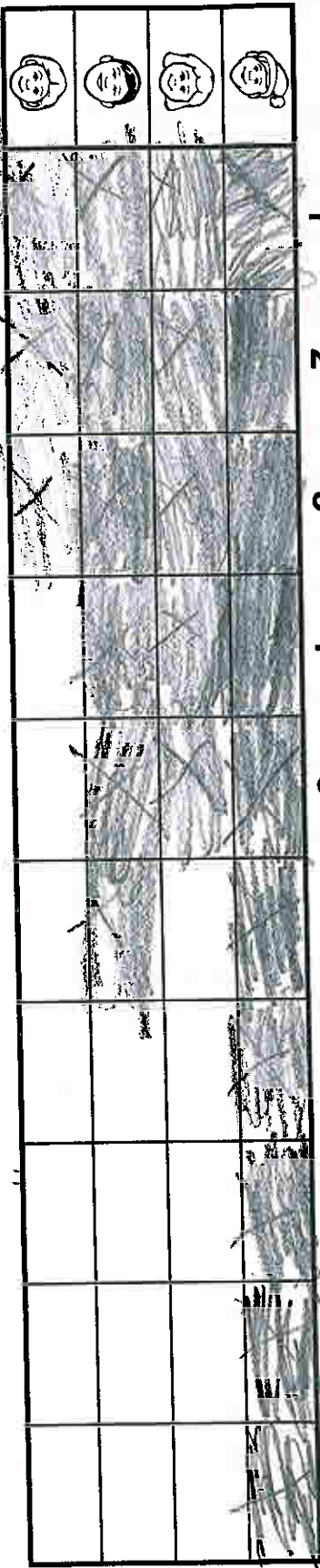
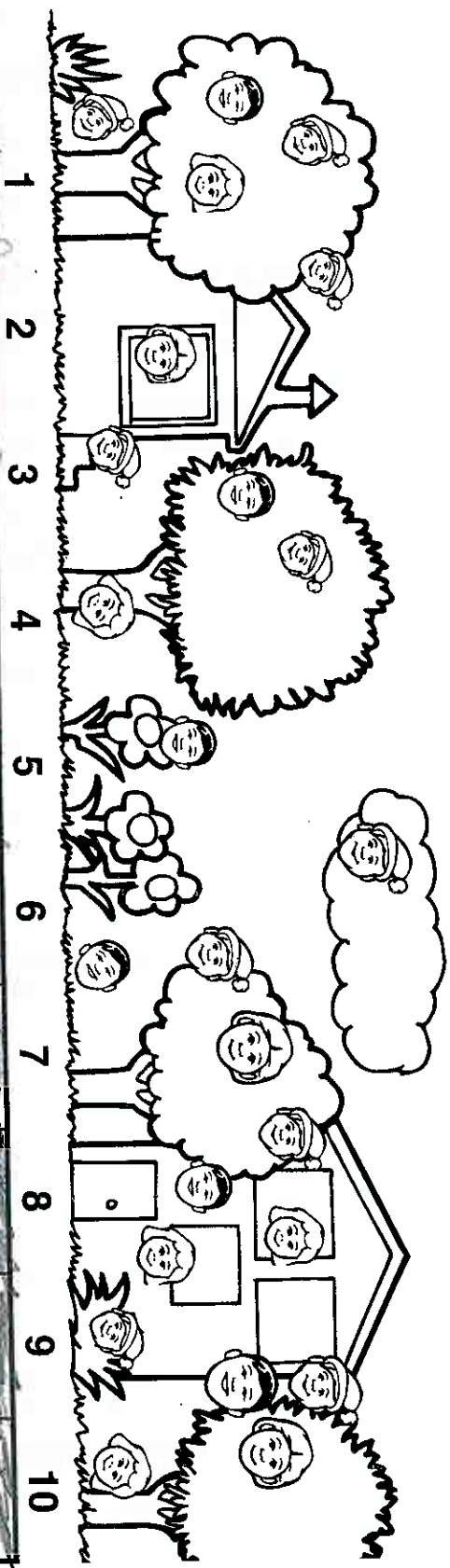
## WORK SAMPLE # 1

Student Work Sample Label	
<i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan L	<b>Date:</b> 1/28/2008
<b>Content Area:</b> Mathematics 1	
<b>Work Sample:</b> 1	
<b>Data Collection Period:</b> II	<b>Setting:</b> General Education Classroom with typical peers
<b>Activity Description:</b> Bryan and typical peers have been working on a graphing unit. Students need to read data to answer questions.	
<b>Student's Performance Relative to the Targeted Skill:</b> 88% accuracy; Bryan answered 7 out of 8 questions correctly.	
<b>Supports:</b> Typical peers helped Bryan to count the people. He counted and they prompted him when he missed. 1:1 Assistant asked Bryan questions after the graph was completed.	

Bryan

1-2-3-0-8

Look at the picture below. Find the faces and plot them on the graph. Then, answer the questions.



How many?



10



5

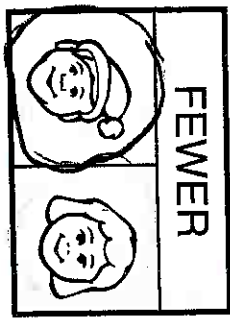
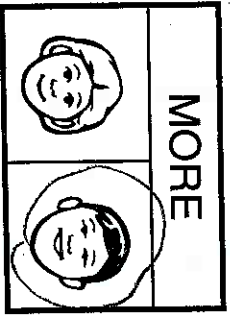


6

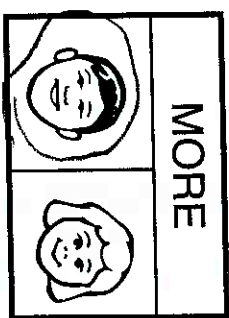
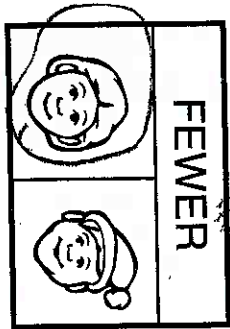


2

Circle the correct picture.



X



**Setting:** General Ed. Classroom with typical peers  
**Supports:** Typical peers helped Bryan to count the people. He counted and they prompted him when he missed. 1:1 assistant asked Bryan questions after the graph was completed.  
**Accuracy:** 88%

accuracy  
88%  
correct  
7/8



Great

Okay

I Can Do Better

# Self Determination Form

This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

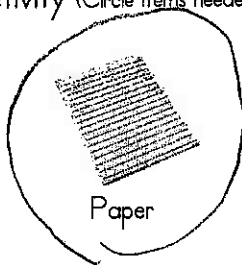
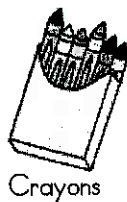
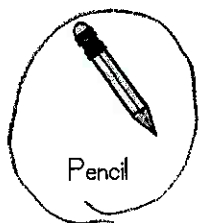
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

1. math comparing flashcards

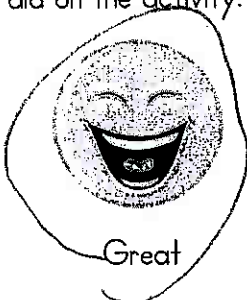
2. Graphing worksheet

3. Money game

Here's what I need to do this activity (Circle items needed):



How I think I did on the activity:



Next time I will:

Play a money game.

Signature: \_\_\_\_\_

Bryan

Date \_\_\_\_\_

1-28-08

Comments/Observations regarding Self Determination Form

Setting: math Block w/ typical peers.

Support (people, tools, prompts, other): Bryan completed the graphing worksheet activity. The 1:1 assistant asked Bryan these questions. He answered them and signed this form.

**WORK SAMPLE # 2****Student Work Sample Label***Attach to Work Sample*

<b>Student Name:</b> Bryan		<b>Date:</b> 1/31/2008
<b>Content Area:</b> Mathematics 1		
<b>Work Sample:</b> 2		
<b>Data Collection Period:</b> II	<b>Setting:</b> General Education Classroom with Typical Peers	
<b>Activity Description:</b> Bryan and typical peers have been using different science tools. Today we used a scale. Students worked in groups to figure out if different objects weighed more, less or the same. Each team needed to complete the front of the worksheet & fill -in the back based on what they were given for materials.		
<b>Student's Performance Relative to the Targeted Skill:</b> 92% accuracy; 11 out of 12 correct.		
<b>Supports:</b> Typical peers worked with Bryan to weigh objects. 1:1 Assistant kept group on task. 1:1 Assistant also reviewed more, less, and same on front side of the worksheet prior to the activity.		



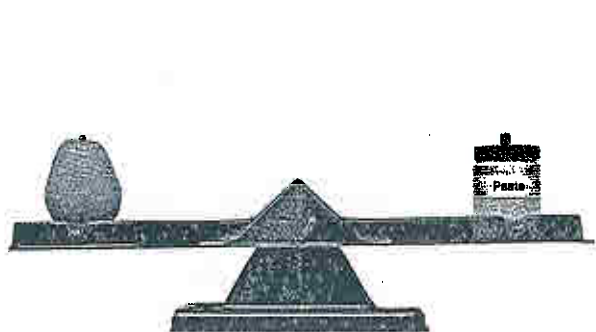
Name: Bryan Date: 1-3-20 # 12

Science Weight Activity  
(more, less, same)

11/12 correct

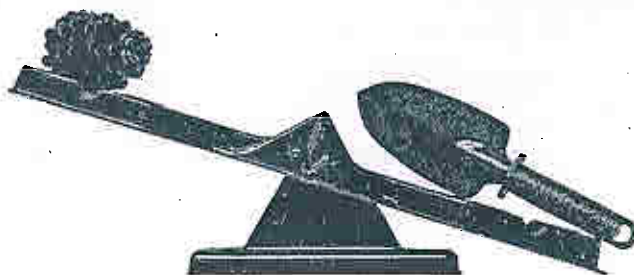
92%  
accuracy

Compare these weights. Write more, less, or same.



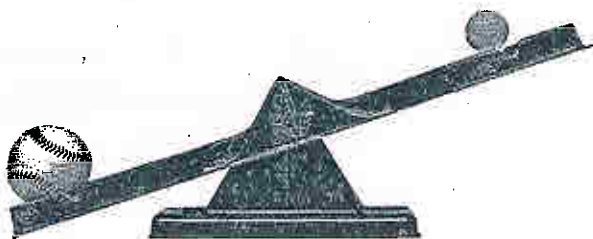
same

same



less

more



more

less



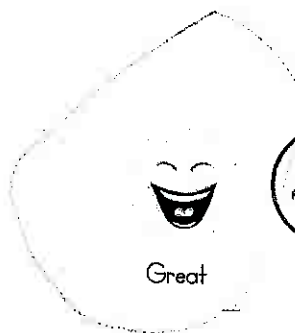
less

more

**Setting:** General Ed. Classroom with typical peers

**Supports:** Typical peers worked with Bryan to weigh objects. 1:1 assistant kept group on task and reviewed more, less, same on front side of worksheet prior to the activity.

**Accuracy:** 92%



Great



Okay



I Can Do Better

(over)



**WORK SAMPLE # 1**

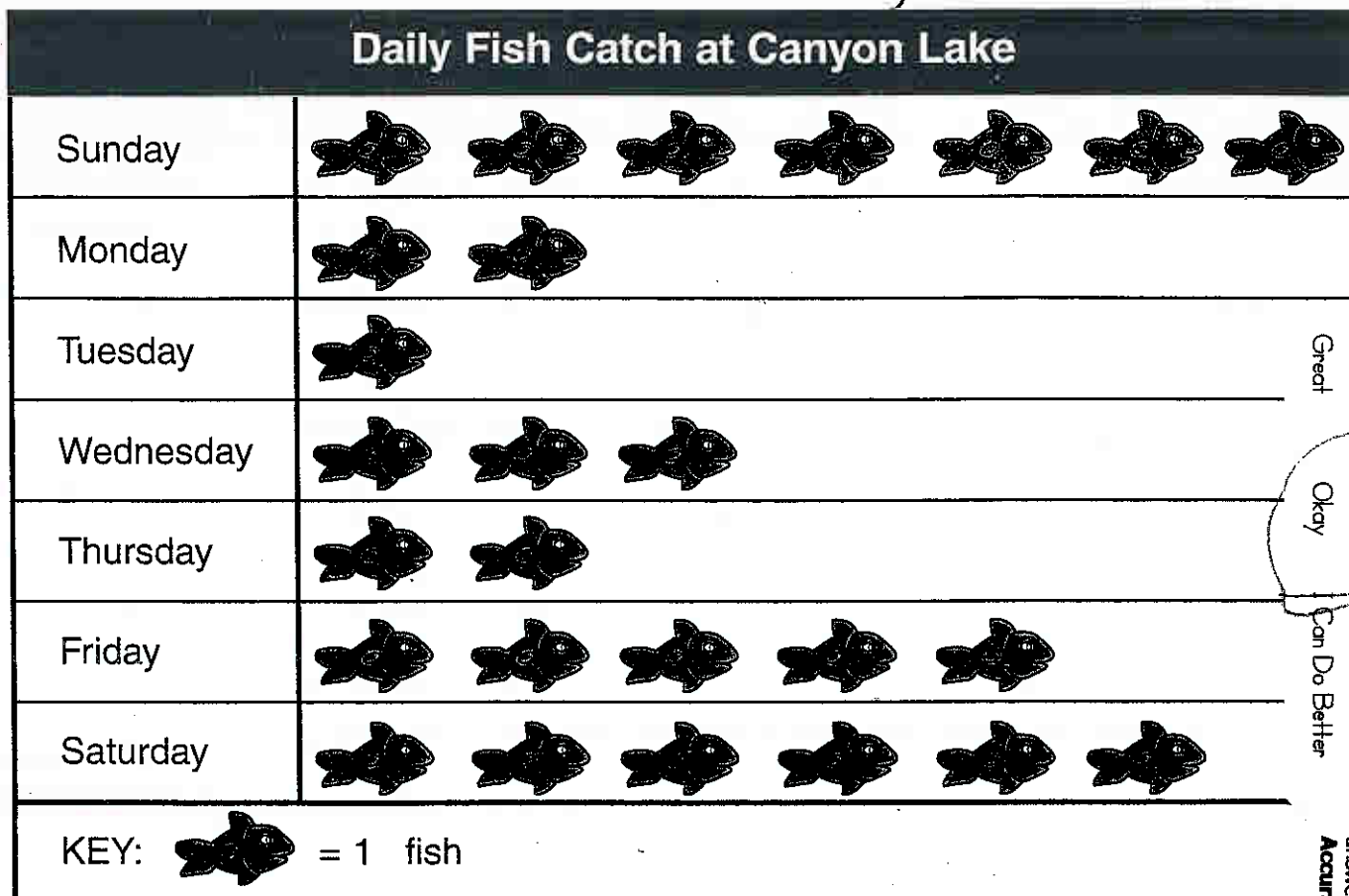
<b>Student Work Sample Label</b> <i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 2/22/2008
<b>Content Area:</b> Mathematics 1 <b>Work Sample:</b> 1	
<b>Data Collection Period:</b> III	<b>Setting:</b> General Education Classroom with typical peers; Math Block
<b>Activity Description:</b> Typical peers and Bryan have been working on a graphing unit. Bryan needed to use his skills of "more" and "less" to answer questions using a graph.	
<b>Student's Performance Relative to the Targeted Skill:</b> 68% accuracy; 4 out of 6 questions answered correctly.	
<b>Supports:</b> 1:1 Assistant kept Bryan on task and read directions and questions to him. Bryan used the graph and answered questions on his own.	

Bryan

# Practice 24

Here is a pictograph that shows the number of fish caught each day at Canyon Lake.

68% accuracy 4/6 correct



Setting: General Ed. Classroom with typical peers-Math block  
 Supports: 1:1 kept Bryan on task and read directions to him. Bryan used the graph and answered questions independently.  
 Accuracy: 68%

- On what day were the most fish caught? Sunday
- ☒ How many fish were caught on this day? Saturday
- On what day were 5 fish caught? Friday
- ☒ On what day were the fewest fish caught? Thursday
- Were the same number of fish caught on Monday and Thursday? yes
- How many fish were caught on both Saturday and Sunday? 13 fish

$6 + 7 = 13$



## WORK SAMPLE # 2



Student Work Sample Label	
Attach to Work Sample	
Student Name: Bryar	Date: 4/11/2008
Content Area: Mathematics 1	
Work Sample: 2	
Data Collection Period: III	Setting: General Education Classroom with Typical Peers; Math Block
<b>Activity Description:</b> Typical peers including Bryan played "The Greater Gator Game". They had to roll 2 dice. They had to add the total of the dice and write that number on the first line. Repeat process for the second line and then put in the "greater gator" symbol for the greater number.	
<b>Student's Performance Relative to the Targeted Skill:</b> 92% accuracy; 11 out of 12 problems correct.	
<b>Supports:</b> Typical peer helped to verbally prompt Bryan with adding the dice together. 1:1 assistant verbally prompted Bryan to stay on task throughout the game.	

Name: Bryan Date: 4-11-00 # 12

## Greater Gator Game

Directions:

11 | 12  
92%

- Student must roll the dice.
- Add the numbers together for the dice and write them on the first line of your worksheet.
- Roll the dice again.
- Add the numbers again and put it on the second line of your worksheet.
- Then, compare the numbers and put in the "GREATER GATOR" symbol.
- Work in pairs. Have one person roll and one person record the information.

1. 4 < 12

2. 11 > 2

3. 6 < 8

4. 7 > 9

5. 8 > 4

6. 5 > 3

7. 11 > 5

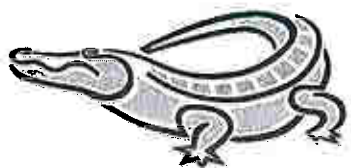
8. 5 < 6

9. 6 = 6

10. 7 < 8

11. 7 > 5

12. 4 > 3



Get the Greater Gator!

Setting: General Ed. Classroom with typical peers-Math block

Supports: Typical peer helped to verbally prompt Bryan with adding the dice together; 1:1 assistant verbally prompted Bryan to stay on task throughout the game.

Accuracy: 92%



Great



Okay



I Can Do Better

64

# Self Determination Form

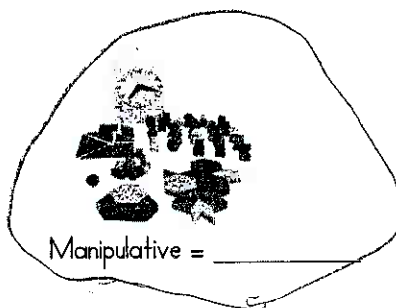
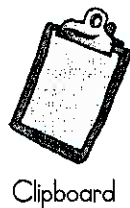
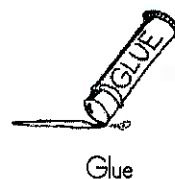
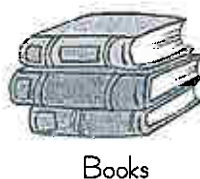
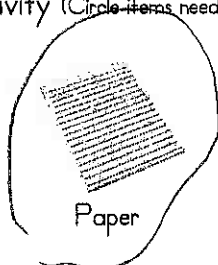
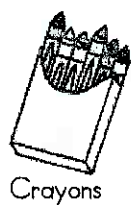
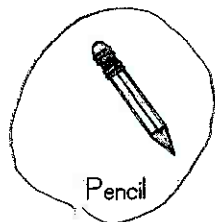
This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

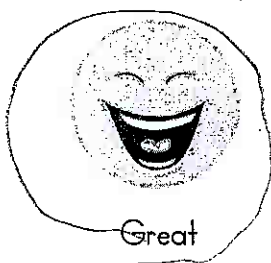
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1. Play the "Greater Gator Game"
2. Do a worksheet
3. Use flashcards

Here's what I need to do this activity (Circle items needed):



How I think I did on the activity:



Next time I will:

do a computer game.

Signature: \_\_\_\_\_

Bryan

Date \_\_\_\_\_

4-11-20

Comments/Observations regarding Self Determination Form

Setting: Math Block w/ typical peers

Support (people, tools, prompts, other): Bryan completed the activity.  
Bryan's 1:1 assistant asked him these questions.  
Bryan answered these questions and signed  
this form.

**Entry Cover Sheet #2**  
**Mathematics Choice**  
**(Grades 2, 3, 4, 5, 6, 7 and 10)**

**Student Name:**     Bryan

**SASID #**

**SAU #**

**Grade:**    5

**Content Standard:**

Student will name, describe, model, classify, and compare geometric shapes and their properties with an emphasis on their wide applicability in human activity.

**Student Performance and Progress: ONE Measurable Targeted Skill:**

Bryan will correctly identify shapes with 90% accuracy.

**Explain how the targeted skill is connected to the Content Standard:**

Bryan will increase his development of spatial sense.

**The following can be used as the Table of Contents for this entry:**

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 67

**Collection period I - September 17 - November 16, 2007**

Two Student Work Samples Pgs. 68; 71

One Self-Determination Worksheet connected to one of the Work Samples Pg. 70

**Collection Period II - November 19, 2007 - February 1, 2008**

Two Student Work Samples Pgs. 73; 76

One Self-Determination Worksheet connected to one of the Work Samples Pg. 75

**Collection Period III - February 4 - April 18, 2008**

Two Student Work Samples Pgs. 78; 80

One Self-Determination Worksheet connected to one of the Work Samples Pg. 79

**The following information must be recorded directly on each piece of evidence:**

- \* Student's name and date of activity
- \* Accuracy of performance
- \* Cues, prompts or other assistance required by the student to complete the task
- \* Setting in which the activity occurred
- \* People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.



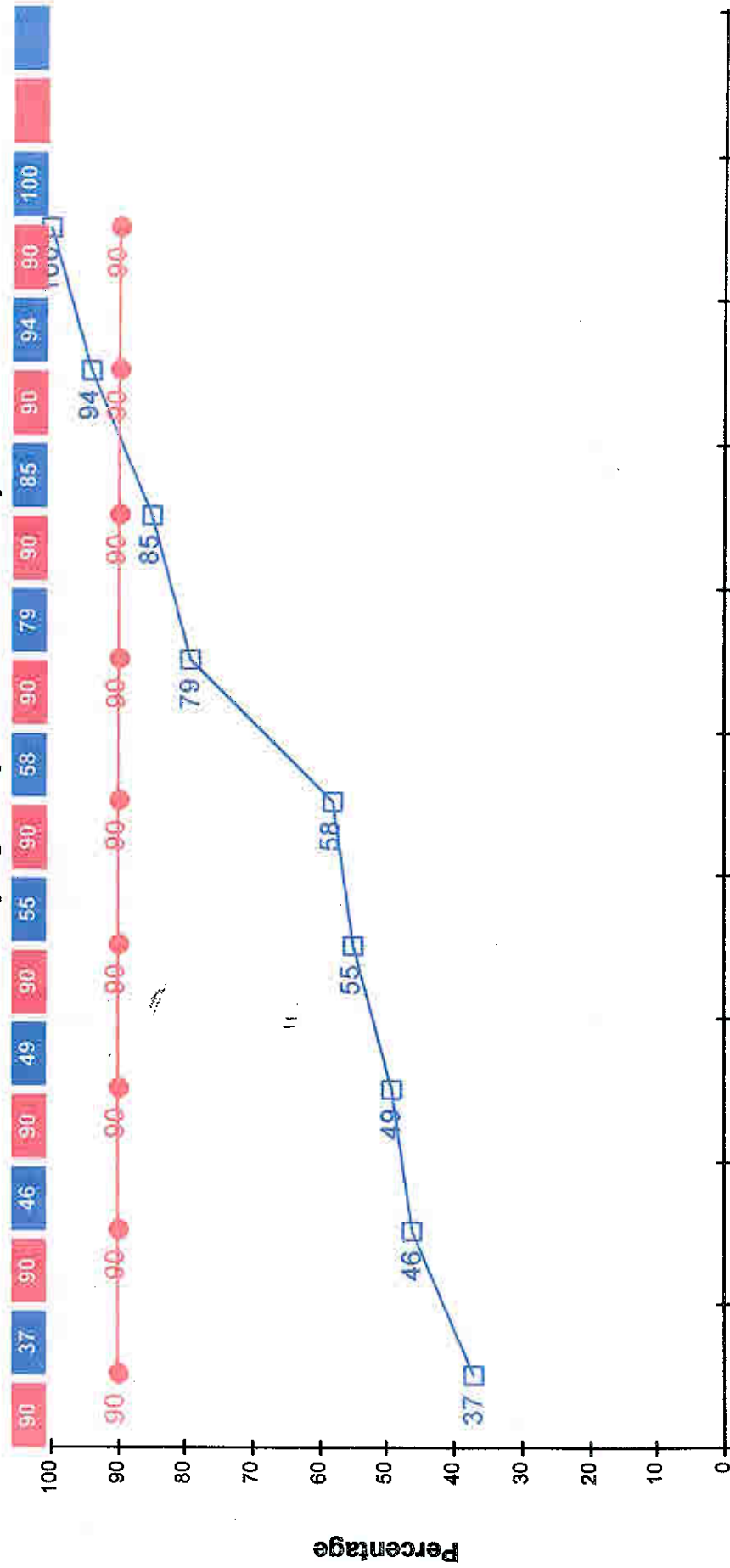
Student N. : Bryan

SASID #

SAU #

Grade: 5

## Identifying Shapes Flashcard Graph



Date

Brief  
Description  
of Data

10/16/2007	Bryan was given 35 shape flashcards. Bryan had to name the correct shape. He answered 14 out of 35 correct; 37% accuracy	10/31/2007	Bryan was given 35 shape flashcards. Bryan had to name the correct shape. He answered 17 out of 35 correct; 46% accuracy	11/7/2007	Bryan was given 35 shape flashcards. Bryan had to name the correct shape. He answered 18 out of 35 correct; 49% accuracy	11/27/2007	Bryan was given 35 shape flashcards. Bryan had to name the correct shape. He answered 20 out of 35 correct; 55% accuracy	12/12/2007	Bryan was given 35 shape flashcards. Bryan had to name the correct shape. He answered 21 out of 35 correct; 58% accuracy	12/20/2007	Bryan was given 35 shape flashcards. Bryan had to name the correct shape. He answered 28 out of 35 correct; 79% accuracy	2/13/2008	Bryan was given 35 shape flashcards. Bryan had to name the correct shape. He answered 30 out of 35 correct; 85% accuracy	3/12/2008	Bryan was given 35 shape flashcards. Bryan had to name the correct shape. He answered 33 out of 35 correct; 94% accuracy	3/28/2008	Bryan was given 35 shape flashcards. Bryan had to name the correct shape. He answered 35 out of 35 correct; 100% accuracy
------------	--	------------	--	-----------	--	------------	--	------------	--	------------	--	-----------	--	-----------	--	-----------	---

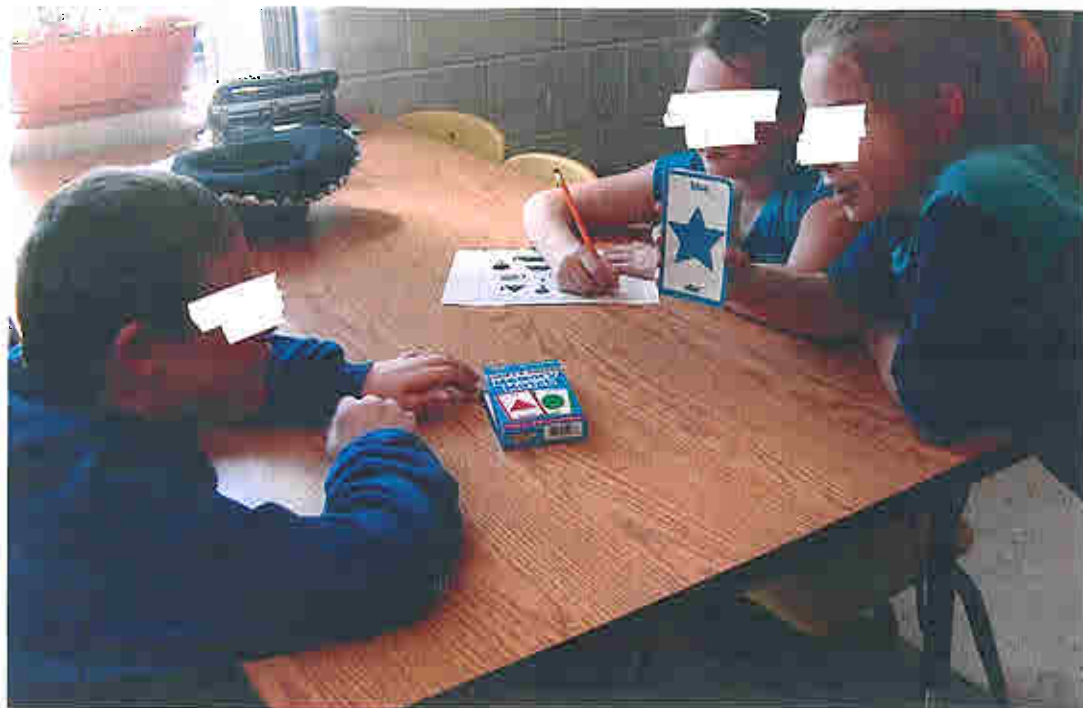
Key

● Tgt. Goal Line 90%

□ Percentage Correct

Comments:

## WORK SAMPLE # 1



Student Work Sample Label	
<i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 10/16/2007
<b>Content Area:</b> Mathematics 2	
<b>Work Sample:</b> 1	
<b>Data Collection Period:</b> I	<b>Setting:</b> General Education Classroom with Typical Peers
<b>Activity Description:</b> Bryan was given 35 shape flashcards. Bryan's typical peer flipped the cards and Bryan stated the name of the shape. Bryan's 1:1 assistant kept track of his correct or incorrect responses.	
<b>Student's Performance Relative to the Targeted Skill:</b> 37% accuracy; 14 out of 35 shape cards correct.	
<b>Supports:</b> 1:1 Assistant kept track of Bryan's correct/incorrect responses. Typical peers flipped cards.	

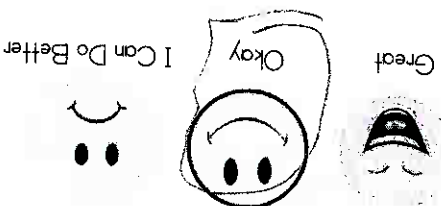
Bryan		Shape Flash Cards		Date:	10/16/07
star	+				
rectangle	-	trapezoid	-		
octagon	-	rhombus	-		
heart	+	square	+		
square	+	heart	+		
rectangle	-	rectangle	-		
rhombus	-	circle	+		
octagon	-	oval	-		
rectangle	-	octagon	-		
oval	-	triangle	+		
octagon	-				
star	+				
oval	-				
circle	+				
heart	+				
rhombus	-				
circle	+				
trapezoid	-				
diamond	-				
triangle	+				
square	+				
heart	+				
oval	-				
diamond	-				
octagon	-				

14/35 correct  
37% accuracy

**Setting:** General Ed. Classroom with typical peers-Math block

**Supports:** 1:1 assistant recorded data. Typical peers flipped flashcards.

**Accuracy:** 37%



# Self Determination Form

This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

☒  
☐  
☐

1. Shape flashcards
2. Do Shape related worksheet
3. Pick out different shapes out of pictures.

Here's what I need to do this activity (Circle items needed):



Pencil



Crayons



Paper



Books



Scissors



Glue



Computer



Flash Cards



Clipboard



Manipulative = \_\_\_\_\_

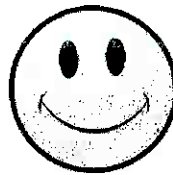


Other = \_\_\_\_\_

How I think I did on the activity:



Great



Okay



I can do better

Next time I will:

practice my flashcards again.

Signature: \_\_\_\_\_

Bryan

Date \_\_\_\_\_

10-16-07

Comments/Observations regarding Self Determination Form

Setting: Math Block - With typical peers

Support (people, tools, prompts, other): Bryan completed the activity.

The 1:1 assistant read these questions to Bryan.

Bryan completed this form on his own and signed it.

## WORK SAMPLE # 2

<b>Student Work Sample Label</b> <i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryar	<b>Date:</b> 11/5/2007
<b>Content Area:</b> Mathematics 2	
<b>Work Sample:</b> 2	
<b>Data Collection Period:</b> I	<b>Setting:</b> General Education Classroom with Typical Peers
<b>Activity Description:</b> Typical peers and Bryan have been learning about the directions of a compass rose. Bryan needed to use different shapes and follow the directions to complete the activity sheet.	
<b>Student's Performance Relative to the Targeted Skill:</b> 75% accuracy; 6 out of 8 correct.	
<b>Supports:</b> Typical Peers helped to read each direction. 1:1 Assistant kept Bryan on task.	



Great



Okay



I Can Do Better

Name \_\_\_\_\_

Compasses

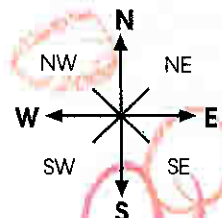
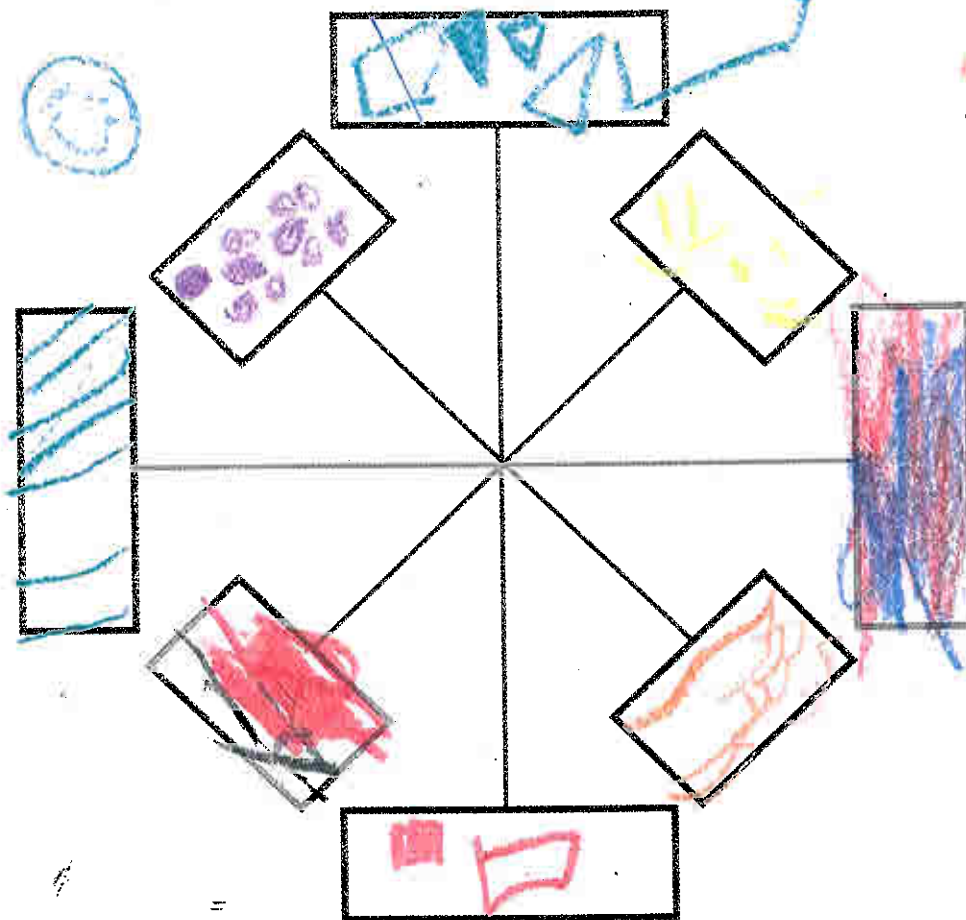
6/8

75%

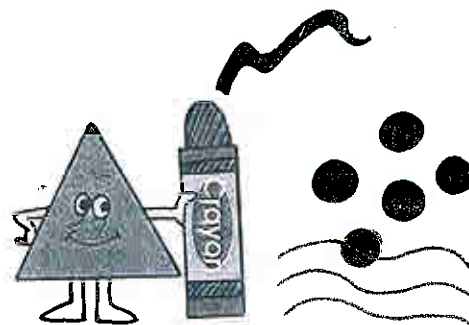
accuracy

# Dizzy Designers

Decorate the compass rose boxes by following the directions below.



1. Draw red and black stripes in the **SW** box.
2. Draw 3 green triangles in the **N** box.
3. Make the **E** box red and blue plaid.
4. Draw purple polka dots in the **NW** box.
5. Make orange wavy lines in the **SE** box.
6. Draw two red squares in the **S** box.
7. Draw green diagonal lines in the **W** box.
8. Make two yellow smiling faces in the **NE** box.

**Setting:** General Ed. Classroom with typical peers-Math block**Supports:** Typical peers helped to read each direction; 1:1 assistant kept Bryan on task.**Accuracy:** 75%



## WORK SAMPLE # 1

Student Work Sample Label	
<i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryar	<b>Date:</b> 12/17/2007
<b>Content Area:</b> Mathematics 2	
<b>Work Sample:</b> 1	
<b>Data Collection Period:</b> II	<b>Setting:</b> General Education Setting: Library with typical peers
<b>Activity Description:</b> Typical peers and Bryan have been learning about different maps and how to use them. Bryan had to read the directions and use the shapes he has been studying to complete the worksheet.	
<b>Student's Performance Relative to the Targeted Skill:</b> 64% accuracy; 5 out of 8 correct	
<b>Supports:</b> 1:1 Assistant kept Bryan on task and read the questions to him.	

Name T. J.

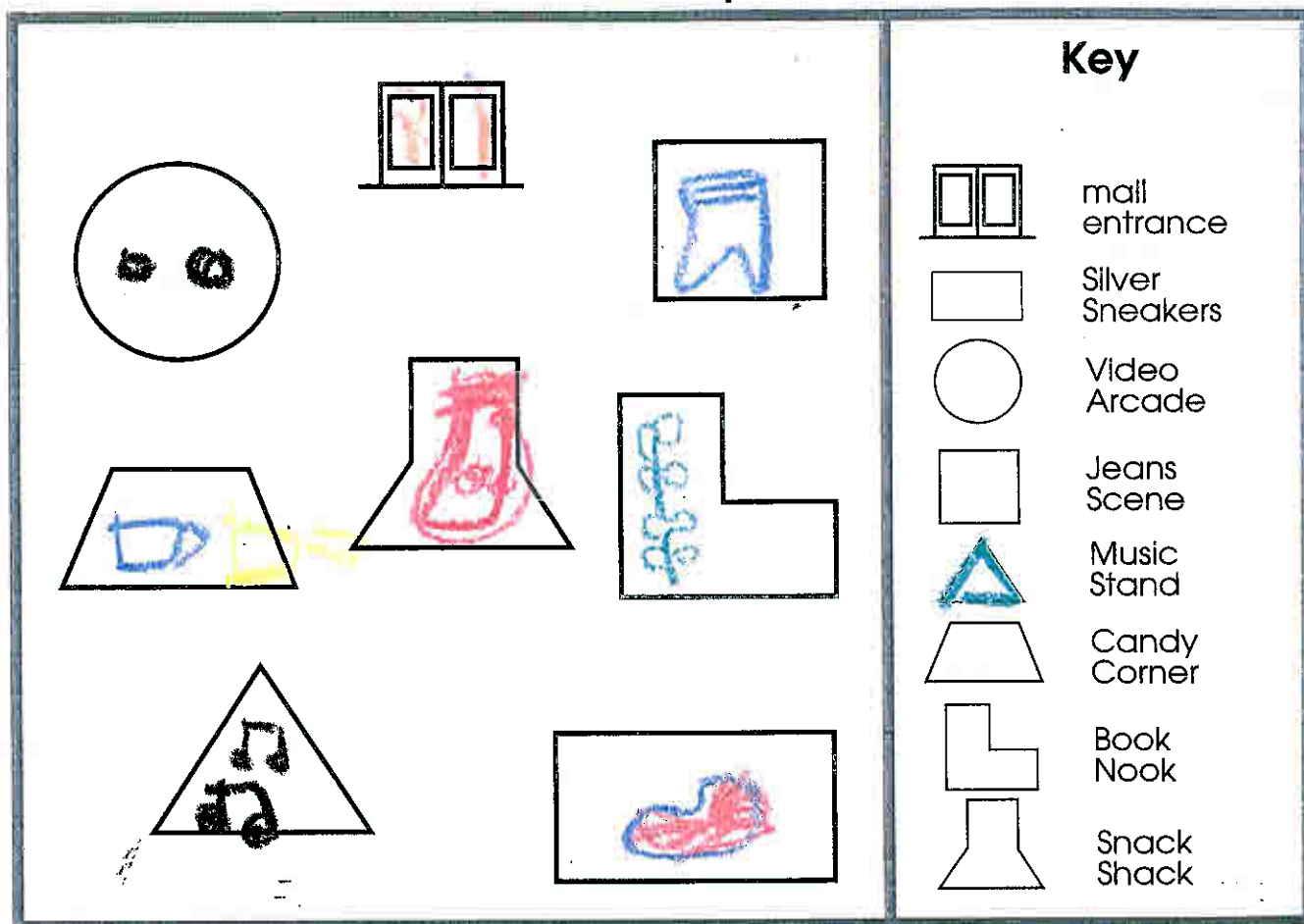
12-12

518 correct  
64% accuracy

# Map Keys

## Kool Kids Mall

### Mall Map

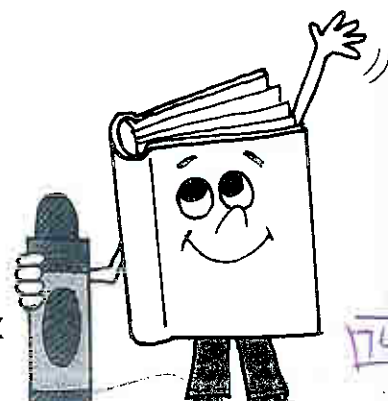


### Key

	mall entrance
	Silver Sneakers
	Video Arcade
	Jeans Scene
	Music Stand
	Candy Corner
	Book Nook
	Snack Shack

**Directions:** Use the key to locate the stores. Draw the following:

1. a red and blue sneaker in Silver Sneakers
2. a black musical note in the Music Stand
3. a pair of blue jeans in the Jeans Scene
4. a green tree on each side of the mall entrance
5. a red piece of pizza in the Snack Shack
6. a pair of eyes in the Video Arcade
7. a yellow book and a blue book in the Book Nook
8. an orange lollipop in the Candy Corner



**Setting:** General Ed. Setting: Library with typical peers.

**Supports:** 1:1 kept Bryan on task and read the questions to him.

**Accuracy:** 64%



Great

Okay

I Can Do Better

# Self Determination Form

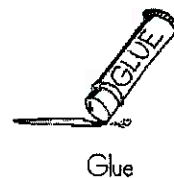
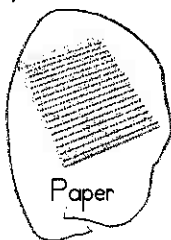
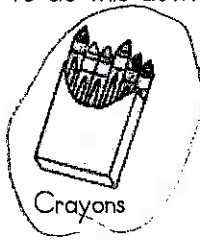
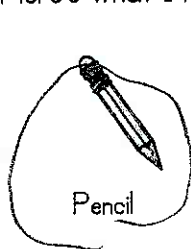
This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

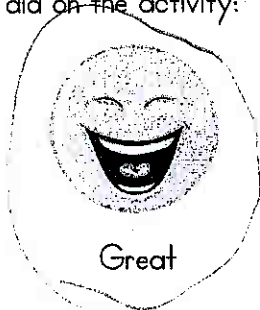
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1. Library map activity
2. Social Studies map activity
3. State flashcards

Here's what I need to do this activity (Circle items needed):



How I think I did on the activity:



Next time I will:

"Do shape state flashcards."

Shape State Flash cards

Signature: \_\_\_\_\_

Bryan

Date: \_\_\_\_\_

12-11-01

Comments/Observations regarding Self Determination Form

Setting: Library w/typical peers

Support (people, tools, prompts, other): Typical Peers and Bryan completed map worksheets during our library Unified Arts Class. I, assistant read these questions to Bryan after he completed the worksheet. Then, Bryan signed this form.

## WORK SAMPLE # 2

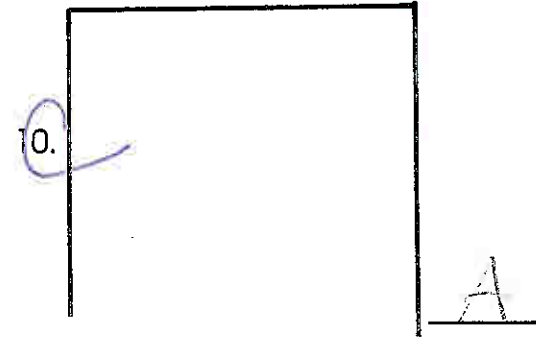
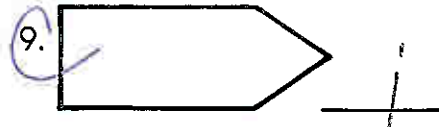
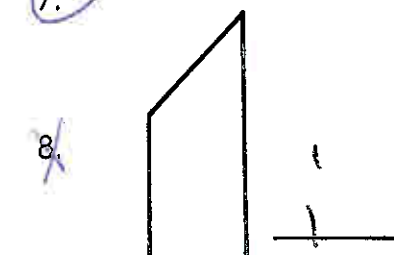
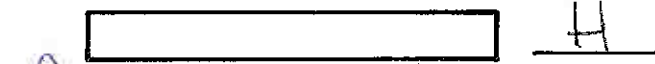
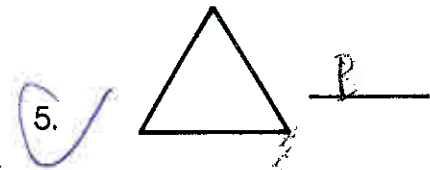
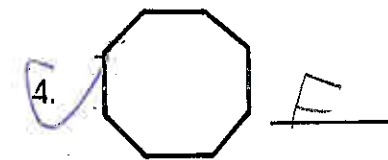
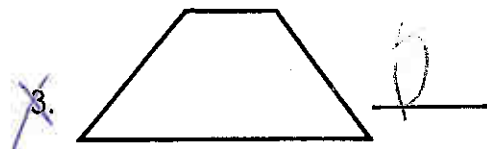
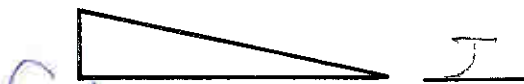
Student Work Sample Label	
<i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 2/5/2008
<b>Content Area:</b> Mathematics 2	
<b>Work Sample:</b> 2	
<b>Data Collection Period:</b> II	<b>Setting:</b> General Education Classroom with typical peers; Math Block
<b>Activity Description:</b> After learning about many different shapes and their properties, Bryan and his typical peers needed to be able to identify shapes within a given picture. Bryan completed this related worksheet at the same time as his typical peers.	
<b>Student's Performance Relative to the Targeted Skill:</b> 80% accuracy; 8 out of 10 correct	
<b>Supports:</b> 1:1 assistant kept Bryan on task.	

$\$ + \phi - x \div = \$ + \phi - x \div = \$ + \phi - x \div = \$ + \phi - x \div = \$$

# Photo Opportunities

Similar Figures

Match the similar figures in the Geometric Zoom Flasher photo!





## WORK SAMPLE # 1



<b>Student Work Sample Label</b> <i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 3/21/2008
<b>Content Area:</b> Mathematics 2	
<b>Work Sample:</b> 1	
<b>Data Collection Period:</b> III	<b>Setting:</b> General Education Classroom with Typical Peers-Math Block
<b>Activity Description:</b> Typical peers and Bryan were exploring the properties and relationships between different shapes. Students had to use tangrams to form the shapes on the puzzle cards. Bryan had to build 5 puzzles.	
<b>Student's Performance Relative to the Targeted Skill:</b> 80% accuracy; Bryan was able to complete 4 out of 5 given puzzles.	
<b>Supports:</b> Typical peers helped to encourage Bryan and showed him how to move around the different pieces. 1:1 assistant kept Bryan on task with the group.	



# Self Determination Form

This form goes with page # \_\_\_\_\_

Now I will choose (check off the box):

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1. Tangram puzzles

2. Worksheet

3. Flashcards

Here's what I need to do this activity (Circle items needed):



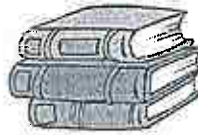
Pencil



Crayons



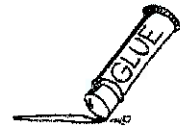
Paper



Books



Scissors



Glue



Computer



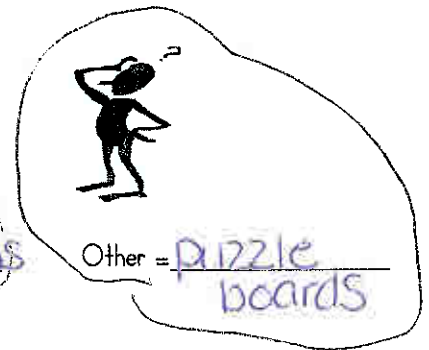
Flash Cards



Clipboard

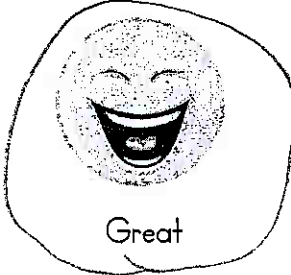


Manipulative = tangrams



Other = puzzle boards

How I think I did on the activity:



Great



Okay



I can do better

Next time I will:

do my shape flash cards

Signature: \_\_\_\_\_

Bryan

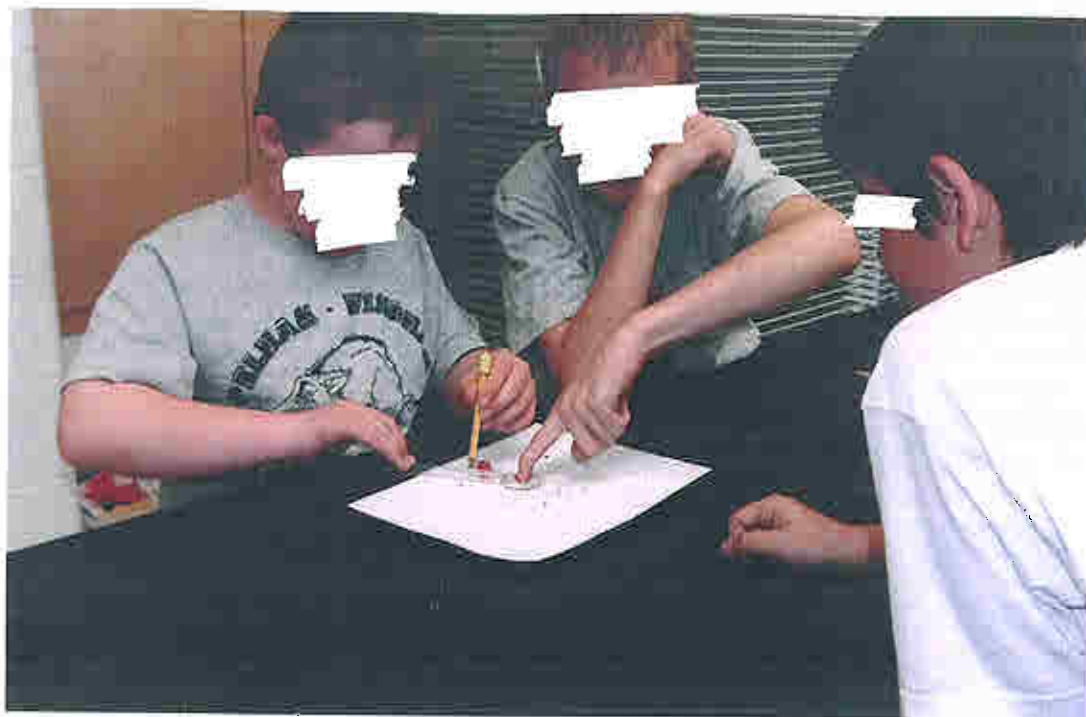
Date: \_\_\_\_\_

3-21-05

Comments/Observations regarding Self Determination Form

Setting: Math Block w/ typical peers.

Support (people, tools, prompts, other): Bryan completed the activity w/ the tangrams and puzzles. Bryan's 1:1 assistant then read these questions to Bryan and he completed them. Bryan then signed this form.

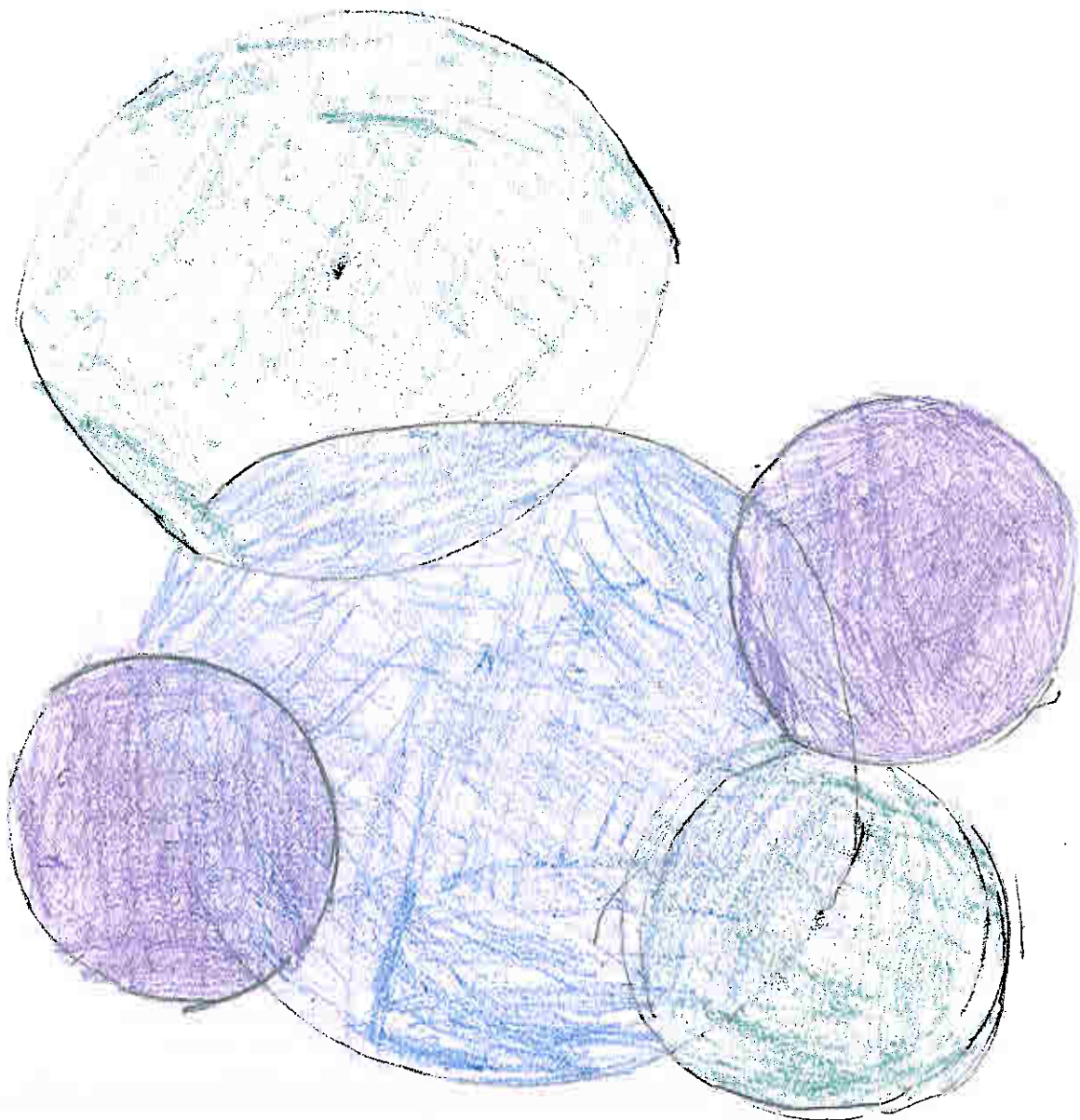
**WORK SAMPLE # 2**

<b>Student Work Sample Label</b> <i>Attach to Work Sample</i>	
<b>Student Name:</b> Bryan	<b>Date:</b> 4/11/2008
<b>Content Area:</b> Mathematics 2	
<b>Work Sample:</b> 2	
<b>Data Collection Period:</b> III	<b>Setting:</b> General Education Setting: Unified Arts-Art class
<b>Activity Description:</b> Bryan and his typical peers were learning to use "Geo-tool" compasses in Art class. Bryan needed to make five circles of different sizes. Students then needed to color the circles using Cool colors. Student work was displayed for our "Community Night".	
<b>Student's Performance Relative to the Targeted Skill:</b> 100% accuracy; Bryan made 5 out of 5 Circles	
<b>Supports:</b> Typical peers helped Bryan to hold the paper and tools.	

Bryan  
SASID#:  
SAU:  
Grade: 5

V+ Great job  
Bryan!

5/5  
100%  
accuracy



By Bryan  
4-11-08

**Setting:** General Ed. Setting-Unified Arts-Art  
Class

**Supports:** Typical peers helped Bryan to hold the  
paper and the tools.

**Accuracy:** 100%